Teachers' Likes and Dislikes as Factors in Educational Change

Tiiu Raun, B.A., B.Ed.

Department of Graduate and Undergraduate Studies in Education

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FACULTY OF EDUCATION
BROCK UNIVERSITY
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Abstract

Teachers at local elementary and secondary schools were invited to participate in a survey research study by completing a questionnaire containing 26 statements regarding educational issues (e.g., "I am satisfied with the quality of my interactions with students."). Teachers were asked to indicate whether they agreed, were neutral, or disagreed with each statement; and further, to make a suggestions for appropriate change; to indicate a level at which the change could be implemented (classroom, school, board, ministry, society); and to indicate to what extent they perceive they have influence on change in the area represented in the statement. The responses of 50 elementary and 50 secondary teachers were randomly chosen from among the completed questionnaires and the information was recorded for analysis. Results of frequency counts of responses showed teachers were generally satisfied with their experiences of the areas referred to in the statements. Seventy-two percent of the responses agreed with the statements; 15% of the responses indicated disagreement, and 13% of the responses were neutral. Cross-tabulations of the survey data with demographic

information showed differences among the responses of female and male teachers; elementary and secondary teachers; and teachers grouped according to their total years of teaching experience.

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CHAPTER I

The Problem

Introduction

> Within the teacher's emotional life are the forces that most powerfully affect the entire teaching process. The human, emotional qualities of the teacher are at the very heart of teaching. No matter how much emphasis is placed on such other qualities in teaching as educational technique, technology, equipment or buildings, "the humanity of the teacher is the vital ingredient if children are to learn" (Greenberg, 1969, pp. 20-21).

This study will be an examination of teachers' perceptions of education and educational change. In some ways it will be a study of the "humanity of the teacher" (Greenberg, 1969, pp. 20-21).

Teachers will be asked what they like about teaching, what they would like to change, and the extent to which they feel they have influence on educational change. The purpose will be to gather information about the educational issues teachers feel satisfied with, and to find out about the kinds of changes teachers feel are needed.

The views teachers express may be considered as evidence of individual accumulations and interpretations of personal and professional experiences. Teachers' perceptions affect and are affected by educational

change. Teachers' deliberations on educational change may include questions such as: What is it?; What's it for?; What is expected of me?; Will it work for me?; Will it work for my students?; What will it cost me (in terms of time and effort)?; Is it really worth it?

Change

Change is an inevitable, inexorable process that occurs at all levels of existence from the cellular to the cosmic. Change can be dramatic and easily observed or subtle and almost indiscernible. Change can be initiated by internal or external sources, and can be perceived as a desirable solution to a felt difficulty, a source of irritation, or as a threat to equilibrium. Change can also be reversible or irreversible.

The dynamic of change is constant, and so is the quality of permanence. Change does not usually result in unrecognizability. There are elements of pattern, stability, or permanence that remain essentially the same throughout the process of change.

More so than other life forms, human beings can exert personal power to influence their internal and external worlds. People can choose to initiate change in response to personal needs, or they may react to external forces of change. They have the power and

ability to direct, temper, or resist changes that affect them.

In their social relationships, people may function both as individuals and as members of organizations. They may be involved in a process of change as individuals or as part of a collective. Individuals may be motivated to change their own thoughts or behaviour. Groups or organizations may be motivated to adjust various aspects of their goals or activities. Organizations are made up of individuals. When the intention of change involves a group of people, the outcome for the group depends on changes that occur at the individual level. "Organizational experience is always subjective" (Gray, 1988, p. 150.) Change can be initiated by internal or external factors, but the manifestation of change begins at the level of the individual. In other words, the success of organizational change is determined by change in individuals. "[T]he organization does not do anything; the members do it" (Gray, 1988, p. 144).

Individual members of an organization have unique perspectives and perceptions of the needs, processes, preferred outcomes, and personal effects of organizational changes (Gray, 1988). The inevitability of varying perceptions among individuals may or may not

be considered when organizations embark on programs of change. However, the intent, extent, and momentum of personal or organizational change is influenced by individuals' perceptions of the potential value and outcomes of the change in personal and contextual terms. "By and large individual change occurs at what can...be called the affective level of perception. That is to say cognition is a consequence of affective responses" (Gray, 1988, p. 152).

"Individuals always behave in terms of what they believe to be their best interests. Altruism is best understood in terms of self-interest" (Gray, 1989 p.149). The potential outcomes of the change must be clearly perceived as having some benefit for the individuals involved, and as being worth the cost and effort required to implement them in the existing context. Perceptions of change vary according to personal values, contextual factors, and the source of the change impetus.

Background

The intent of educational change is to meet the goals of the educational system by helping to improve educational outcomes for students (Fullan, 1982). The images of what students should be like at the end of

their formal educational experiences may include descriptions such as: responsible citizens; lifelong learners; fully functioning adults; self-actualized adults; self-supporting members of society; capable, trustworthy employees; self-motivated, self-directed, problem-solvers. Rapid societal and technological changes are constantly affecting the details of these generalized descriptions, thus creating a steady demand for changes, reforms, and innovations in response to fluctuating conditions.

Changes, reforms and innovations may be instigated and justified at many levels of the organizational hierarchy: schools (students, parents, teachers, principals); boards of education (administrators, consultants); or the ministry (administrators, researchers, and other experts). The groups functioning at various levels of the organization do not have an equal say in the decision-making processes of educational change. Usually those who are most distant from daily classroom interactions (administrators at the board or ministry level) make decisions regarding the policies and programs they expect to be supported and delivered in the schools. Teachers are at the point of contact with students. Students' and teachers' daily interactions in schools are shaped by policies and

programs created on their behalf by people who are not participants at the classroom level of the educational system. Students and teachers, the people who are most intensely and intimately involved in and affected by the process of educational change, are seldom consulted.

Rationale

This study presents the teachers' point of view. If attending to teachers' perceptions of what is good and what needs improving would improve their functioning, then the ripple effects can be assumed to improve the whole educational system beginning at the most basic and most important interaction between teacher and student. According to Purkey (1970), when people have performed well in an area that is important to them, then the positive effects of performing well in that one area tend to be generalized to include other important aspects of the self-concept. If teachers have a positive self-concept as teachers, then that will generalize to other areas of the self. When people feel good about themselves, it affects the way they perceive the world. Therefore, teachers with positive self-concepts can be better teachers.

Teachers' responses to this study can be used to promote greater general awareness of what it means to be

a teacher. An awareness of teachers' perceptions and interpretations can help in the planning and implementation of changes.

Teachers' positive expressions can be viewed as a firm foundation representing aspects of teaching that teachers find conducive to their personal and professional functioning. Their suggestions for changes can be used to assess reforms or innovations in terms of their viability and suitability at the classroom level. Teachers' suggestions for change may or may not agree with those they are required to work with, depending on how they view the possible outcomes, the personal and professional value of the change, and the cost in time and effort to implement the change.

Purpose of the Study

Teachers' perceptions of educational change are affected by their views of the personal and professional implications of what is being changed and by the source of the change. Teachers' perceptions of needs for change are individually determined and may or may not coincide with the changes they are required to implement on behalf of the board and ministry levels of the educational organization. Some aspects of educational change are yet to be resolved. A perpetual tension exists between people's inclination to see

change as a possible solution to perceived difficulties, and the tendency to conserve the systems already in place. There is a continuum between change and conservation along which perceptions can shift back and forth toward one polarity or the other depending on the situation. Further tensions are created by the context and origin of proposed change. Perceptions of and attitudes toward self-motivated change are different from reponses to externally imposed change.

The purpose of this study is to gather and present information about teachers' perceptions of the processes and participants that interact to create their experience of education and educational change. The main issues addressed in this study are teachers' perceptions of education and educational change as they emerge from the contexts of their present teaching situations. The problem may be stated in the form of the following questions:

1. What do teachers say they like about teaching?
2. What do teachers say they would like to change about teaching?
3. To what extent do teachers perceive they have influence on educational change?

Theoretical Framework for this Study

There are several interactions (teachers' satisfaction or dissatisfaction with various aspects of education; their suggestions for needed change; teachers' perceptions of their influence on educational change) examined in this study and it is probable that no single theory would provide an adequate understanding of the findings.

The data gathered in this study will be analyzed and discussed in terms of the research questions (What do teachers say they like about teaching?; What do teachers say they would like to change?; To what extent do teachers feel they have influence on educational change?), and with reference to the following theoretical perspectives:

1. Perceptual Psychology
2. Dewey's (1972) Theory of Valuation
3. Teachers' Career Development Factors
4. Organizational and Educational Change

Perceptual Psychology

Since this will be a study of teachers' perceptions, the theoretical framework of perceptual psychology can be used to explain the reasoning behind teachers' responses in this study and to interpret the findings. By implication, teachers' perceptions are

also a dynamic of Dewey's Theory of Valuation, and the developmental factors of teachers and their careers. The dimension of personal perceptions is an important aspect of the theoretical discussion of educational change as organizational change.

Dewey's Theory of Valuation (1972)

Individuals' perceptions are integral to the process of assigning relative values to various dimensions and possible outcomes of peoples' behaviours. Dewey's (1972) Theory of Valuation provides another way of viewing teachers' internal systems for valuing both present educational situations and the potential impacts of change on their projections for the future. Teachers' personal and professional desires and purposes provide direction for, and affect the valuing of alternatives as they present themselves in the educational context.

Developmental Factors

Teachers' careers have discernible stages and their responses or inclinations toward change may be viewed as an indication of the stage at which teachers are functioning at any given time. The inexperience of beginning teachers and the experience of long-time teachers create different perspectives on and

perceptions of, education and educational change.

Educational Change as Organizational Change

Theories of educational change as organizational change provide an understanding of the purposes and dynamics of change as they affect teachers in general, and as they affect this study specifically.

Each of these theories will be discussed further in Chapter II, The Review of Relevant Literature.

Importance of this Study

This study will introduce and discuss teachers' views on important issues in education and educational change. Teachers' views of educational change may differ from those of other groups involved in education. Teachers' views are influenced by the contexts and interactions created by schools and classrooms. Their views may also be limited to some extent by these contexts and interactions. This study will present teachers' responses to issues in education in terms of their relative satisfaction with the issues as they influence their present situation. Teachers' indications of areas of dissatisfaction, their suggestions for change, and their perceptions of the extent of their influence on change will provide insights into teachers' views that will be of interest to those involved in education at all levels: students,

parents, teachers, administrators, the Ministry of Education, and trustees.

This study contributes information to the existing knowledge of teacher thinking and explores the possible implications of teacher thinking for future developments in education. An understanding of teachers' views and perceptions can help create support for the profession among parents and students. Knowledge of the range of possibilites and general patterns of teachers' responses to surveys such as this one can provide administrators and others with information that can be used in improving interactions with teachers and in planning educational change in ways that consider teachers' views.

Assumptions

It is assumed that the teachers who participated in this study did so voluntarily and considered the precautions taken to assure anonymity sufficient for them to feel comfortable about responding honestly to the survey. There are variables (such as principals' attitudes) that could have affected whether teachers decided to fill out the questionnaire and how they filled it out. These cannot be measured or accounted for. Almost all the principals who gave their teachers

the opportunity to participate in this study made it clear to the researcher and the teachers that participation was strictly voluntary. At introductory sessions where the researcher was present, the principals showed varying degrees of support for the research project and for the Brock University Master of Education program. It is assumed that teachers could have been influenced by the principals' positive or negative indications.

The precautions to ensure teachers' anonymity were intended to make it possible for teachers to fill out the questionnaire candidly without fear of personal reprisal. It is assumed that teachers' responses were honest and can provide reliable information about their preceptions of the issues raised in this study.

It is assumed that changes, reforms, and innovations as they occur in educational contexts all have similar effects on teachers' attitudes and behaviours. For the purposes of this study the words change, reform, and innovation are used interchangeably.

Limitations

This study may have limited application for other populations or samples of elementary and secondary school teachers. Because this survey relied on the responses of volunteers, the results do not necessarily

represent those teachers who chose not to volunteer. Those who did not fill out the questionnaire might have responded differently than those who did volunteer. Their responses may have affected the range of responses, or created different patterns or trends. It is also possible they may have served to reinforce the results from the group who did choose to participate. Conclusions drawn from the results of this survey may be applicable only to the group of volunteer participants whose questionnaires were part of this study.

Remainder of the Study

The remainder of the study will be presented as follows: Chapter II will be a review of the relevant literature; Chapter III will describe the methodology used in the study; Chapter IV will record and discuss the findings; Chapter V will be composed of the summary, conclusions and recommendations.

CHAPTER II

Review of Related Literature

Overview

The review of related literature describes some of the facets of teachers' personal and professional lives as they act upon and interact with their educational contexts. This information helps to create multi-dimensional images of teachers as individual members of the teaching profession with unique perceptions and individual concerns, and as a professional group recognizable in part by similarities in the perceptions and concerns of its members.

Teachers have relatively little power and influence in the educational hierarchy. At the same time, they are affected professionally (and personally) by various stressors and conditions created by the societal and organizational systems in which they must function. Knowing something about teachers' professional lives, and having an awareness of some of the organizational expectations and constraints influencing their actions and perceptions, helps in understanding the results of this study.

This study sought to learn more about the teachers' point of view of educational change. It examined

various components of education and educational change as they are perceived by teachers. In order to create a framework upon which to base a discussion and analysis of the results, the information from related literature was divided into three main sections: Teachers and their Careers; Educational Change as Organizational Change; and Teachers and Change.

The related literature discussed in this chapter was selected on the basis of its conceptual relevance to the various dimensions presented in this study. The individual sources and studies are not discussed from a critical perspective, but there was a critical component in the decision-making process when the literature was selected for inclusion in this review.

Teachers and their Careers

The information in this section has been organized under several subheadings: Psychological Factors - including sections on Perceptual Psychology, Concept of Self, Locus of Control, Dewey's Theory of Valuation, Teacher Thinking, Teacher Stress; Teachers' Careers - including sections on Teachers and Teacher Education, Elementary and Secondary Teachers, Developmental Factors, Career Satisfaction; Societal and Organizational Constraints - including sections on

Teachers' Roles, Gender Issues, Prescriptives for Teacher Behaviour, School Leadership and School Climate.

Psychological Factors

Some of the psychological factors affecting teachers' personal and professional lives are discussed in this section under the following subheadings: Perceptual Psychology, The Concept of Self, Locus of Control, and Dewey's Theory of Valuation.

Perceptual psychology.

Since teachers' perceptions are the focus of this study, the theoretical background of perceptual psychology is important to the interpretation of the findings. Perceptual psychology seeks to understand human behaviour in terms of its external evidence, and in terms of "internal lives and...personal experiences of self and the world" (Combs, Richards, & Richards, 1976, p. 5). Perception occurs with meaning. Meanings are given to events and relationships by the perceiver. Personal perceptions of needs and meanings determine the purposes of individuals' behaviour. The processing of needs and meanings is internal, individual, and not necessarily observable to others. Interpretation of behaviour (by the self or others) may or may not coincide with the behaver's original intent. In other words, behaviour may be perceived incorrectly or

misunderstood by an observer. The person whose behaviour is being observed may have intended the behaviour to be perceived differently than it has been. From the perspective of behaviour change, personal meaning influences the ways and the extent to which newly acquired information can be assimilated with previous experiences to produce new or adjusted behaviour (Combs, Richards, & Richards, 1976). Teachers' responses to questions about educational change were affected by personal and contextual variables in their present situations.

The concept of self.

Central to a study involving peoples' perceptions is an understanding of the individual's perception of Self (Auty, 1987; Beane & Lipka, 1984; Gray, 1988; Jourard, 1984; Pajak, 1981; Purkey, 1970, 1971; Purkey & Novak, 1984; Thomas, 1980; Wideman & Clarke, 1987), and its function as a relatively stable, yet evolving aspect of personality.

Purkey (1970) describes self-concept as beliefs about oneself organized by categories (female/male, student, teacher) and attributes (strong, short). The beliefs that are perceived as being close to the essence of self (parent, provider) are relatively stable, while

others are peripheral (singer in a choir, car pool chauffeur) and more easily changed. Individuals' beliefs about the self vary in their importance according to their proximity to the essence of the self. Beliefs closest to the self are most difficult to change, while those that are more peripheral are easier to change (Purkey, 1970). Purkey (1970) explains that each concept in the system has a positive or negative value. Some concepts may be close to the essence of self and yet may have a negative value ("I'm just a housewife."). Success and failure are dimensions of the concepts as well. They have ripple effects on general perceptions of ability or success. "[W]hen one ability is important and highly rated, a failure of that ability lowers one's self-evaluation of other, seemingly unrelated, abilities. Conversely, the success of an important and highly rated ability raisess the self-evaluation of other abilities" (Purkey, 1979, p. 9).

The implications for teachers include the consideration of individuals' self-concepts as they affect and are affected by educational change. "Organizational change occurs only as a consequence of changes in the individual self-concept. It is the individual's view of himself that changes, not the organization" (Gray, 1988, p. 151).

Teachers are probably inclined to want to preserve a concept of self as a good teacher, and changes perceived as threatening to that self-concept will cause discomfort. Changes that can be perceived as enhancing self-concept personally and/or professionally are more likely to be accepted.

One component of self-concept is that of gender. It is commonly known and accepted that females and males are socialized differently in North American society. There have been some changes in the last 10 or 15 years, however, most of the teachers who are in the work force come from a traditional upbringing. Some of the dynamics of differences/ similarities among men and women are being examined by researchers. Issues such as domination/ subordination; conflict management; activity/ passivity; serving others' needs, etc. are being dealt with in different ways in many men's and women's lives (Gilligan, 1982; Miller, 1986). "[D]ifferences arise in a social context where factors of social status and power combine with reproductive biology to shape the experience of males and females and the relationship between the sexes" (Gilligan, 1982, p. 2). This issue of socialization affects the perceptions and expectations women and men have of themselves as

teachers; on the expectations others have of female and male teachers; and on the expectations teachers have of their female and male students.

Locus of control.

Locus of control provides a way of explaining peoples' actions and reactions in the world. Locus of control can be internal or external. People who have an internal locus of control believe they have influence on and are responsible for the course of their lives. People who have an external locus of control believe that luck and other external causes have a great effect on their lives and they themselves have little influence (Slavin, 1988).

In educational contexts, Huberman (1988) discusses locus of control as it relates to teachers' tendencies to be more activist or more fatalistic at different stages of the career cycle. An activist response would represent an internal locus of control, while a fatalistic response would indicate a more external locus of control. As teachers gain experience, they begin to perceive rigidity in the system, making them less inclined to initiate changes requiring support from external systems. This may contribute to the disengagement process (Huberman, 1988). When one has little influence over the situation, there is an

inclination to decline to participate and to choose to disengage.

Dewey's theory of valuation.

Dewey's (1972) discussion presents a method of examining and understanding valuing and values. People conduct themselves in ways that take into account the potential outcomes of their behaviour. They choose the courses of action most likely to bring about the outcomes they desire. A desire implies a course of action and places a value on the desired result. The desire and course of action imply a vision of an ideal or preferred future. Some outcomes become less desirable in terms of the present and/ or future when the costs or means necessary to achieve them are considered (Dewey, 1972).

Values are personal expressions. The values of organizations are represented by the value systems of dominant individuals (Gray, 1988). This is similar to educational organizations where the Ministry of Education develops guidelines for boards of education and schools. These represent the value systems of the dominant portions of the hierarchy. They may or may not be similar to the values of individual members of the organization.

Teacher thinking.

The processes and products of teacher thinking have been the focus of many studies. The results show evidence of underlying similarities (e.g., concerns with multiple, concurrent roles; efforts to assimilate and deliver curriculum; recognition of struggles for personal and professional autonomy) among teachers and attest to the complex individuality of their motives and actions (e.g., improving or maintaining present situation; moving up the career ladder, getting ready to retire) (Adams, 1982; Brown, 1983; 1986; Brown & Kompf, 1988; Buchmann, 1986a, 1986b; Butt, 1983; Clandinin & Connelly, 1986; Day, 1983; Elam, 1989; Elbaz, 1983; Olson, 1983).

Teacher stress.

The words "stress" and "burnout" are often used by and in reference to teachers (Bailey, 1983; Duke, 1984; Earl, 1988; Raschke, Dedrick, Strathe, & Hawkes, 1985). Sarros and Sarros (1987) describe stress and burnout as:

> ...the result of an environmental situation which 'is perceived as presenting a demand which threatens to exceed the person's capabilities and resources for meeting it'. If stress is prolonged, certain psychological, physiological, and behavioral dysfunctions may occur, such as

withdrawal from peers and clients, compartmentalization, increased absenteeism, negativism and a sense of despair, apathy, emotional ennui, and feelings of exhaustion. These dysfunctions of normal everyday responses to prolonged stress have been termed burnout (p. 217).

Occupational stress among teachers (Albertson & Kagan, 1987) is the focus of many research studies, some of which date back over 40 years (Litt & Turk, 1985). Personality (Albertson & Kagan, 1987) and job satisfaction (Chapman, 1983; Litt & Turk, 1985; Sarros & Sarros, 1987) have been found to be significant factors in determining the frequency and severity of stress experienced by teachers.

Farber (1984) points out better solutions are required for the problems of stress and burnout. One-day workshops on how to deal with stress are inadequate in most cases. He suggests teachers and administrators should work together to anticipate and avoid stress and burnout by making the job and working conditions less stressful.

Certainly, suggestions to increase pay, to restructure the profession to include provisions for master teachers and merit pay, to reduce

> teaching loads and increase preparation time, to exempt teachers from nonteaching duties, and to involve teachers to a greater extent in decision making in regard to textbooks, curriculum, and staff development are all steps that will serve to reduce stress and increase job satisfaction...[T]he more costly reforms--for example master teachers, reduced teaching time and classloads, more paraprofessionals, and additional year(s) of teaching training--may well be sacrificed (Farber, 1984, p. 335).

Farber (1984) warns that the long-term social consequences of stress and burnout are not known. The effects worn-out teachers may have on their students have not been studied. It is possible that teacher burnout directly affects student performance, and it is quite probable that most students will probably have at least one teacher who is emotionally and/or physically exhausted. "[S]ome unforeseen consequences of this growing social problem will emerge in the next decade" (Farber, 1984, p. 336). This may provide a fair warning to teachers and administrators to look for ways to remove some of teachers' stressors and to increase their support systems, since they carry the weight of the

educational hierarchy's hopes and mandates on their shoulders.

Sarros and Sarros (1987) studied the predictors of burnout among teachers. They refer to other researchers' work "...who found that failure to satisfy the intrinsic motivators of self-actualization, interesting work, autonomy and challenge was related to burnout and work stress" (p. 226), and suggest teachers be included more often in collaborative decision-making. They anticipate the results would include added significance in teachers' perceptions of their roles, increased challenge, and feelings of job satisfaction.

Teachers' Careers

Teachers' careers have many commonalities. Some of these will be discussed in this section under the subheadings: Teachers and Teacher Education, Elementary and Secondary Teachers, Developmental Factors, and Career Satisfaction.

Teachers and teacher education.

In some ways, teachers' careers begin before they even enter the profession. Teachers are drawn to teaching mainly on the basis of their own educational experiences as students. Students have a different perspective on educational interaction than do teachers. Teachers' perceptions of teachers and of themselves as

teachers are affected by both pre-service and in-service teacher education programs. The purpose of teacher education is to impart essential knowledge about the skills, techniques, and technology required to do the job.

Both pre-service and in-service teacher education programs have been the focus of research seeking to assess their adequacy and appropriateness for teachers working under present-day conditions. Suggestions have been made for reforms to improve the outcomes for both beginning and experienced teachers (Floden & Clark, 1988; Housego & Boldt, 1985; Lortie, 1975; Rowe & Sykes, 1989). McConaghy (1989) discusses Fullan and Connelly's (1987) work on the reform of teacher education in Ontario. They recommend a change in perspective on teacher education based on five foundations: "...theory and practice; quality of schooling and quality of teacher education; what it means to be a teacher; the teacher as professional; and the lifelong continuum of professional growth" (McConaghy, 1989, p. 830). Goodman (1988) suggests rather than focusing just on behaviour, there should be an emphasis on individually developed practical philosophies of teaching to provide deeper insight into the thinking of future teachers.

Garrison (1988) cites Zeichner's four paradigms of teacher education: behaviouristic, personalistic, traditional-craft, and inquiry-oriented (pp. 494-501). He concludes only an inquiry-oriented approach will satisfy most of the needs and values he suggests are important in teacher education (democracy, scientific knowledge, and teacher empowerment) (Garrison, 1988, p. 501). The emphases of teacher education programs create an image of the ideal product of their systems. This may vary according to the times and the locality of the institution. It may also be affected by the credibility of the image for those who are involved in the program. If the image of teacher being presented is too different from the image of teacher already held, then it will be more difficult to emulate and assimilate.

Elementary and secondary teachers.

Teachers are divided from each other by more than the physical constraints of the four walls of their classrooms:

> Deep divisions exist between elementary and secondary teachers (reinforced by gender); between academic, vocational, and business track teachers (reinforced by class-based status inequalities between students in these tracks); and between honors and remedial or special education teachers

(also reinforced by class differences in the students they serve) (Carlson, 1986, p. 27).

This study has only concerned itself with the divisions between elementary and secondary teachers, but the other divisions Carlson mentions can have equal importance in teachers' professional status.

Book and Freeman (1986) examined the differences between entry-level elementary and secondary teachers. The results of their study showed differences in the subjects' general academic backgrounds. More secondary than elementary teachers had strong mathematics and sciences backgrounds. More elementary than secondary teachers had extensive previous work experience with young and/ or handicapped children. Elementary teachers tended to have selected teaching as a career on the basis of their desire to work with children, whereas secondary teachers tended to be more interested in teaching subject matter. Secondary teachers were more likely to consider leaving the teaching profession to pursue a career outside education. Secondary teachers had more confidence in their ability to teach than did elementary teachers at the entry level.

Chapman's (1983) study of the career satisfaction of teachers showed differences between elementary and

secondary school teachers in several areas. Secondary school teachers tended to value specific skills and abilities such as communicating effectively as important factors in job satisfaction more than elementary teachers did. Elementary teachers valued achievement in "learning new things, leadership activities, and the recognition and approval they received from supervisors/ administrators, family and close friends. For high school teachers, satisfaction was related primarily to the recognition and approval of family, friends, and administrators" (Chapman, 1983, p. 47).

Chapman (1983) also discussed the possibility that the elementary and secondary school environments may make different demands on teachers' organizational abilities. Elementary schools' scheduling policies and the way classes are organized may allow for more teacher flexibility in the pace and timing of classroom work. Because of limited time periods and rotary scheduling, secondary teachers may be more constrained in terms of the pace and content of their individual lessons. In his conclusions Chapman (1983) noted that a similarity among elementary and secondary teachers was their need for administrative support and the support of the community where they worked.

Developmental factors.

In a paper presented at the Canadian Society for Studies in Education conference (CSSE) (June 1989), Leithwood discussed the importance of the role of the principal in teacher development. He compiled the work of several theorists to describe: four stages of teachers' psychological development (from the perspectives of ego, moral, and conceptual development); five stages in teachers' career cycle development; and six stages in the development of teachers' professional expertise.

The first four stages in each of the three strands that Leithwood describes can be seen as parallel levels. Beginning teachers are at the first stage. They "...believe strongly in rules and roles; view authority as the highest good and most questions as having one answer" (Leithwood, 1989, p. 5). As professionals, they are developing survival skills. This first stage represents the launching of teachers' careers (Leithwood, 1989, p. 5; Figure 1).

In the second stage, teachers want to be like their peers. They favour explicit rules and expect students to follow them without considering individual differences or possible exceptions. This stage

corresponds to a level in the development of professional expertise where teachers are increasing their competence in the basic skills of instruction. Careers are being stabilized, and a mature commitment to the profession is being developed (Leithwood, 1989, p.5; Figure 1).

In the third stage, teachers have developed the ability to perceive multiple explanations of students' behaviour, and they make and interpret rules with more flexibility than in the second stage. Their professional expertise is being expanded by increased instructional flexibility; and career development is progressing by increased ability to meet new challenges and to deal with new concerns (Leithwood, 1989, p. 5; Figure 1).

The fourth (and highest) stage of psychological development includes: more emphasis on dealing successfully with internal and external conflicts; working more in collaboration with students; and an increased emphasis on meaningful learning, creativity and flexibility. Teachers at this stage are acquiring further instructional expertise, and they are reaching a professional plateau in their careers (Leithwood, 1989, p. 6; Figure 1).

The psychological development strand ends with the

fourth stage. There is a fifth stage in the development of professional expertise strand where teachers are seen to be contributing to the growth of colleagues' instructional expertise. This fifth stage of this strand is parallel to the fifth (and highest) stage of the career development cycle where teachers are preparing for retirement (Leithwood, 1989, p. 8; Figure 1).

There is a sixth stage in the development of professional expertise which includes teachers' participation in a broad range of educational decisions at all levels in formal and informal leadership roles (Leithwood, 1989, p. 4; Figure 1).

This adaptation of Leithwood's stages has condensed his work considerably, but it does provide a framework that can assist in interpreting teachers' perceptions and behaviour in terms of psychological development, the development of professional expertise, career span development, and the parallels among them.

Huberman (1988, 1989) has studied teachers' development from the perspective of a professional life cycle. He has discerned seven stages: survival and discovery, stabilization; experimentation/activism; taking stock; self-doubts; serenity; conservatism; and disengagement (Huberman, 1989, pp. 2-5).

Others have described similar findings. Aspiring and beginning teachers have definite expectations of the career they have chosen based mainly on their own experiences as students (Tardif, 1985; Wodlinger, 1985). In early stages teachers are mainly concerned about their own adequacy and survival. They "...evolve through a series of concern phases" (Marso & Pigge, 1987, p. 53) from concern for self, to concern for task, and finally to concern about their impact on students (Adams, 1982; Reeves & Kazelskis, 1985).

Career satisfaction.

Before or beyond burnout (or alternatively), most teachers' perceptions of career satisfaction are usually relatively positive. The results of a survey of over 2,000 teachers in the United States showed that "Generally, teachers were more positive than negative about their teaching situation" (Chase, 1985, p. 12). The level of teachers' satisfaction with their careers is affected by administrative and community support of their efforts (Blase, 1987a; Chapman, 1983) and by their perceptions of the amount of autonomy they have in choosing the ways in which they will perform as teachers (Chase, 1985).

Societal and Organizational Constraints

Teachers' professional lives are constrained to a great extent by societally or organizationally imposed limitations and expectations. Some of the constraints affecting teachers will be discussed under the subheadings: Teachers' Roles, Gender Issues, Prescriptives for Teachers' Attitudes and Behaviour, and School Leadership and School Climate.

Musgrave (1975) has described seven ways in which teachers can be influenced by societal and organizational expectations. He has written with reference to the British educational system, but the material has applications to the situation in Canada as well. Examples of societal and organizational constraints on teachers are: necessity of knowledge or expertise; control of entry by detailed requirements for knowledge and training; a code of professional conduct (with specific expectations for interactions with students, peers, parents, and administrators); limited freedom to practice the profession (others have influence on how education proceeds); support and controls from professional organizations; conditions of service (working conditions including nonteaching duties); influence of the public's recognition of teachers as professionals (Musgrave, 1975, pp. 141-152).

The relative isolation of teachers and their students in individual classrooms allows teachers some measure of autonomy. At the same time, being distanced from peers physically and by areas of specialization decreases opportunities for sharing ideas and concerns, and maintaining informal support systems (Apple, 1986; Hargreaves, 1989a, 1989b; Lortie, 1975; Weiler, 1988). Teachers' non-teaching duties such as coaching, record-keeping, and playground and lunchroom supervision create more time constraints that further limit the number and depth of interactions with other teachers (Apple, 1986). The practice of teaching is often competitive making it risky to share ideas and materials (Apple, 1986; Buchmann, 1986a, 1986b; Lortie, 1985; Weiler, 1988).

Teachers have limited influence over curriculum content. There is some flexibility in interpretation and delivery of the curriculum, but this is often decreased by "teacher-proof" textbooks, guidelines and prescribed activities (Apple, 1986; Popkewitz & Lind, 1989).

Teachers are essential to the functioning of educational systems yet they are seldom given a voice in the formal or informal proceeedings of the organizational processes that affect them so profoundly

(Apple, 1986; Carlson, 1986; McDonald, 1988).

Associated with their lack of voice within the system, teachers have limited power in educational organizations (Apple, 1986; Carlson, 1986; Elam, 1989; Popkewitz, 1988; Popkewitz & Lind, 1989). Without a voice (e.g., a vote), teachers' influence is minimal.

Teachers' roles.

Teaching is a role-based occupation. Roles describe parts people play rather than the individuals who perform the roles. The requirements of teachers' roles in some contexts may be in conflict with personal needs, impulses, or ideologies (Buchmann, 1986a, 1986b). Heck and Williams (1984) have devoted a chapter of their book, The Complex Roles of the Teacher, to each of eleven roles they consider most important in teachers' careers. The chapter titles are presented here as a way of summarizing the many and complex roles teachers fulfill: 1. The Teacher as Person: A Caring Role; 2. The Teacher as Colleague: A Supporting Role; 3. Teacher and Parents as Partners: A Complementary Role; 4. The Teacher as Understander of the Learner: A Nurturing Role; 5. The Teacher as Facilitator of Learning: An Interacting Role; 6. The Teacher as Researcher: An Experimenting Role; 7. The Teacher as Program Developer: A Creating Role; 8. The Teacher as

Administrator: A Planning Role; 9. Transition into the Profession: An Aspiring Role; 10. The Teacher as Decision Maker: A Problem-solving Role; 11. The Teacher as Professional Leader: A Challenging Role (Heck & Williams, 1984, pp. v-vii).

Gender issues.

Apple (1982, 1986), Carlson (1986), Popkewitz (1988), and Weiler (1988) are some of the authors whose work has addressed the issues of power, and the politics of class and gender in teaching. The relative status of teachers has been related to the perception of teaching as women's work (Apple, 1986; Carlson, 1986; Weiler, 1988). Because it is associated with service and nurturing (especially at the elementary level), teaching has been considered "less skilled and less valued than other labor" (Apple, 1986, p. 57) by the patriarchal hierarchy (Carlson, 1986). Without attempting to reprise Apple's work, the following quotation should serve to express the strength of his conviction on this issue:

> I do not want to suggest that once you have realized the place of teaching in the sexual division of labor, you have thoroughly understood deskilling and reskilling, intensification and loss

> of control, or the countervailing pressures of professionalism and proletarianization in teachers' work....What I do want to argue quite strongly, however, is the utter import of gendered labor as a constitutive aspect of the way management and the state have approached teaching and curricular control. Gender is the absent presence behind all of our work (Apple, pp. 52-53).

The proportion of female and male teachers at the elementary level (where there are more females) and the secondary level (where there are more males); the proportion of female administrators and male administrators relative to the numbers of female and male teachers all show a lack of balance between the genders (Apple, 1986). "[T]eachers' domination as workers has been coextensive with their domination as women" (Carlson, 1986, p. 32). The political and hierarchical division of teaching by gender has profound implications for both female and male teachers' perceptions of themselves, their roles, and of their teaching contexts.

Prescriptives for teachers' attitudes and behaviour.

The literature is rich with prescriptives for teachers. Depending on their individual perceptions of

needs and suitable ways of meeting their needs, teachers may or may not be inclined to accept or apply others' suggestions or prescriptions for their personal and professional improvement. The suggestions are subject to a valuing process where potential outcomes are weighed against projected costs in time and effort. The process is affected by habits of behaviour and by personal desires and perceptions of the purposes of one's life.

Teachers have many "shoulds" from which to draw the suggestions they find most appropriate. They should be reflective and in control of their professional lives (Bowman, 1989; Brown, 1983, 1986; Connelly & Clandinin, 1983; Day, 1983; Haysom, 1985; Pope & Scott, 1983; Schon, 1987; Wildman & Niles, 1987); they should be effective self-evaluators (Ben-Peretz & Kremer-Hayon, 1986; Koziol & Burns, 1986); they should adopt more effective instructional practices (Buchmann, 1986; Guskey, 1985; Olson, 1983); they should think about teaching as a form of craft (Greene, 1984) or artistry (Trumbull, 1986); they should be aware of the contextual effects of their work (Waxman, 1983); they should take a personal approach to teaching (Combs, 1982); they should be caring teachers (Noddings, 1984), but not sentimental

(Purpel, 1989); they should use "Control Theory" to improve their functioning in the classroom (Glasser, 1986); they should work with students using the Invitational Education model (Purkey & Novak, 1984; Purkey & Schmidt, 1987); and they should be discriminating in taking the advice of researchers (Lampert, 1985).

School leadership and school climate.

School leadership is one of the most important roles of the principal. Principals' responsibilities have traditionally included administrative duties and control of student discipline. More recently, it is being acknowledged that principals are instructional leaders as well. Their values, attitudes and behaviours have an undeniable effect on the organizational health and climate of the school; on staff morale (both personal and professional); and on student achievement (as evidence of school effectiveness) (Blase, 1987b).

Research on ineffective school leadership (Blase, 1987b) describes teachers' perceptions of ineffective principals (as ineffective leaders) referring to three categories of observations: task factors ("planning, defining, organizing and evaluating the work of individuals" [p. 197]); consideration (meeting peoples' "social-emotional needs and expectations" [p.197]); and

personal qualities. Principals' poor performance on task factors such as: accessibility, knowledge and expertise, clear expectations, well-defined goals and providing direction resulted in teachers experiencing feelings of anger, frustration, confusion, and powerlessness. Descriptions of principals' inadequacies dealing with consideration factors included authoritarianism and not giving recognition to others' accomplishments. Teachers' reactions to these inadequacies were feelings such as anger, frustration, alientation, and worthlessness. Negative personal qualities contributing to teachers' perceptions of poor principal leadership included: insecure, lacking in authenticity and lacking compassion. The general results of poor school leadership was a negative effect on teachers' self-esteem.

Blase (1987b) also studied teachers' perceptions of the effects of ineffective school leadership on student/ teacher relationships. Lack of support from the principal in disciplinary matters resulted in teachers' developing negative feelings toward students, and toward education in general. Collegial relationships were perceived to suffer under ineffective leadership. When interpersonal conflicts were not dealt with effectively,

teachers tended to withdraw from school activities. Negativity was perceived as a self-perpetuating theme when teachers expressed their frustrations and sought support from each other. Teacher/ parent relationships were affected by ineffective leadership in ways that undermined teachers' authority when principals failed to provide support for teachers in parent/ teacher conflicts.

Hoy and Miskel (1982) define school climate as consisting of "...a set of internal characteristics that [distinguish] one school from another and [influence] the behaviour of the people in a school" (p. 215). The internal characteristics are composed of relationships among groups and individuals resulting in "...shared values, social beliefs and social standards" (Hoy & Miskel, 1982, p. 186).

Leithwood's (1988a, 1989b, 1989) work deals specifically with the principal's "pivotal role" (1988a, p. 22) in implementing external policy initiatives. He describes background, internal, and policy-related influences as affecting principals' effective functioning. The Principal's Role in Teacher Development (Leithwood, 1989) provides the developmental strands described earlier as a way for principals to gain better understanding of their teachers and their

progress through psychological and career cycle development, and through the development of professional expertise. This understanding can be used to ease teachers through times of transition, or to help make the next stages more accessible to teachers who are ready to progress to them.

Hargreaves (1989a, 1989b) discusses the importance of leadership to the "cultures of teaching" (1989a, p. 20), but cautions that principals are not omnipotent beings, that teachers can "...ignore, resist or merely feign compliance with unwanted policies" (1989a, p. 6), and that it is important for principals to understand teacher cultures in their schools. Teachers' contributions to the culture of schools is important and their input should be cultivated and considered (Hargreaves 1989a, 1989b).

Fullan's (1988) work on educational change discusses the role of the principal as the implementation intermediary for policy and program changes. Fullan says: "To affect change, principals must change themselves" (1988, p. 6), and suggests that principals start with small, incremental steps in order to ensure success.

Teachers' perceptions of the effectiveness of

school leadership are based on the relationship they experience with the principal (Gray, 1988). According to the research reported by Blase (1987b), principals' values, attitudes and behaviour affect teachers' perceptions of self and education in general which in turn affect their relationships with students, colleagues and parents. Therefore principals, to a great extent, affect staff morale, student outcomes, and the school climate. Effective school leadership by principals increases teacher effectiveness, staff morale, student outcomes, and community relations as they are expressed in the school climate.

Educational Change as Organizational Change

Educational systems are comprised of several interacting organizations forming a hierarchy of power, including classrooms, schools, and boards of education. The levels themselves contain hierarchies representing varying amounts of power and influence, such as students and teachers in classrooms; and students, teachers and administrators in schools.

All the dynamics and components of organizations are functional in the educational system (Halloran, 1983; Robbins, 1984). The structures of classrooms, schools and boards of education have features similar to those of other organizations. They have organizational

goals, specifically defined roles for personnel, a range of technological apparatuses and expertise, and organizational positions dependent on roles rather than personalitites (Gray, 1988).

Change in organizations is initiated in response to dissatisfaction with the existing situation. Under present conditions of rapid societal and technological developments the appropriateness and effectiveness of any changes undertaken must be ensured at the outset in order to maintain the viability of the organization (Lippitt, 1982). The cost in time and effort is too high to risk nebulous outcomes. If lasting, meaningful changes are to take place, the following areas must be addressed in the planning stage: knowledge change, skill change, attitude change and values change (Lippitt, 1982). The potential outcomes of the change are influenced by the way the organization approaches planning for the process and implementation of change. Both psychological and systems (organizational) theories can apply in educational situations (Deal, 1984).

If teachers were more involved and better trained in the mechanisms and implementations of change, they would be able to internalize the "meaning" of the change, and they would be better able to assist in

making the process more efficient, and its outcomes more effective (Fullan, 1982; 1988).

Other researchers and authors agree with Fullan (1982, 1988) that in order to ensure effective change in educational contexts, the people who are affected by proposed changes should be involved in the process (Budd, 1989; Cavanagh & Styles, 1983; Conley, Schmidle, & Shedd, 1988; Daft, 1978; Deal, 1984; Eisenhart, Cuthbert, Shrum, & Harding, 1988; Eubanks & Parrish, 1987; Huberman, 1988; Johnson, 1987; Leithwood, 1988a; Lortie, 1975; McDonald, 1988; Nelson, 1989; Orlich, 1989; Popkewitz, 1988; Popkewitz & Lind, 1989; Shapiro, 1988; Timar & Kirp, 1989; Wood, 1982).

Teachers and Change

Research has shown that personality, self-concept, personal beliefs and contextual factors affect teachers' perceptions of changes and how they proceed with their implementation (Duffy & Roehler, 1986; Eisenhart, Cuthbert, Shrum, & Harding, 1988; Guskey, 1985, 1988; Hargreaves, 1989a, 1989b; Huberman, 1988; Lortie, 1975; McDonald, 1988; Popkewitz, 1988; Popkewitz & Lind, 1989; Slavin, 1989; Smith, Prunty, Dwyer, & Kleine, 1984; Stein & Wang, 1988). Teachers who have a positive self-concept, who are assured of school and community support, and who are in the middle stages of their

career cycles are more inclined to view changes as positive and are more likely to view the outcomes of their implementation as positive.

"Teachers' attitudes toward their work influence the way they implement educational policy" (Eisenhart, Cuthbert, Shrum, & Harding, 1988, p. 143). Implementation of changes, reforms and innovations remains among the duties of the classroom teacher. In order to facilitate this process, teachers should be involved in the planning process, kept well-informed, and provided with: assistance to develop technical expertise where needed; community and resource staff support; opportunities for open discussion; and the "airing, examining, and negotiating of beliefs" (Eisenhart, et al., 1988, p. 142).

Sometimes educational reforms are not successfully implemented because of teachers' lack of conviction that the changes have value for their school or their classroom. Guskey (1988) suggests three criteria influence teachers' attitudes toward particular changes: instrumentality (clarity of presentation of the reform); congruence (the extent to which the innovation aligns with the teacher's personal philosophies and practices); and cost (an estimate of extra time and effort required

to implement the change compared to possible benefits). Research has shown that often those teachers who have a good self-concept as teachers are more inclined to be enthusiastic about innovations and are more successful in implementing them (Guskey, 1988; Stein & Wang, 1988).

Guskey (1985) has shown teachers' perceptions of their effectiveness affect and are affected by the outcomes of implementing educational innovations. Teachers who consider factors of personality to be the basis for their success as teachers show less inclination to view the idea of change as positive. The impact of personality on approach to change is more stable than that of behavioural factors (which are more inclined to change over time). Teachers who view their success as being due to behavioural factors are more optimistic regarding change. The implications are complex. Peoples' stance toward change is determined individually at a basic level of functioning. This can be related to concepts such as self-concept and locus of control. If the concept of self as teacher includes a perception of one's strengths as teacher being dependent on personality factors, this can be linked to external locus of control where the person feels little ability to influence the environment. Changing behaviour is easier than changing personality and teachers who view

their success as resulting from their behaviour feel they have more influence on their performance in the classroom (internal locus of control).

Carlson (1986) discusses Wolcott's (1977) case study of teachers and their reactions to an innovation. Carlson lists the responses Wolcott identified as "ranging from resistance to complicance, with active and passive forms of each" (p. 24). Carlson describes the results:

> The overall image...is of a fragile compliance by teachers, with a good deal of ongoing resistance on a number of levels. This resistance does not seriously challenge the prerogative of school management in imposing the new system on teachers, but it does impede the system's effectivenss once the system is adopted" (p. 24).

In Duffy and Roehler's (1986) research on the results of implementing a new reading program, they found teachers tended to apply their reading program in-service training "only when observed" (p. 56). They found it difficult to re-think the reading process according to the new program and tended to lapse into old and familiar procedures. Duffy and Roehler conclude that educational change is affected by teachers'

filtering systems. When assimilating new information, teachers restructure it according to their individual perceptions of the new material and according to their previous experiences.

In his report on the emergence of the teacher's voice McDonald (1988) describes how teachers can influence the content and context of change. He writes, "...these supposed deliverers of policy become its true fashioners" (p. 480). Teachers may or may not be aware of their power in this area.

Huberman's (1988) research on school improvement and teachers' careers suggests educational change affects and is affected by teachers' career cycles. Teachers are more willing to participate in innovative practices in the middle stages of their careers than they are near the beginning when their concerns are mainly with survival, or near the end when their thoughts are directed toward disengagement. Similar conclusions can be drawn from Leithwood's (1989) developmental strands.

Smith, Prunty, Dwyer, & Kleine (1984) argue for a reconstrual of educational innovation to include not only technological, political and cultural perspectives, but those of history and life histories as well. Histories trace the path of change; its movement through

time and contexts. A study of the history of past changes creates a better understanding of the possible developments in response to change implemented in the present or in the future. Life histories explore the effects of changes and change processes on the individuals who were affected by them. Conclusions drawn from life histories can have implications for future changes.

Popkewitz and Lind (1989) argue that "...teachers have never experienced the control over their workplace necessary to sufficiently fulfill their educational responsibilites" (p. 575) and suggest reforms such as smaller classes and more influence in curricular matters to improve teachers' working conditions.

In a critique of faddism in education Slavin (1989) warns that evaluations of innovative programs can distort results of implementation so that they support the initiating group. He also comments on the possibility of evaluations of evaluations being less than accurate. The implication of Slavin's conclusions could be that teachers' contributions to reform implementation may have less bearing on how outcomes are perceived and interpreted than has been implied--if it can be believed that the assessment of a program's success (or failure) is sometimes a foregone conclusion.

Summary

The studies and results included in this review of related literature were not discussed critically, however there was a critical component in their selection. The research reported in this chapter was judged as providing valid, relevant and appropriate information for this study.

The foregoing discussion of various aspects teachers and their careers, organizational and educational change, and teachers' approaches and reactions to, and perceptions of educational change has been an attempt to create an overview of teachers and their work within the educational context. In their daily functioning as the most visible members of a complex multi-levelled organization, teachers are faced with the ongoing and innumerable demands of other groups in the hierarchy including students and administrators. The demands are expected to be met by adhering to both implied and implicit organizational constraints.

Teachers are dependent to a great extent on the ability and desire of their school's leadership to create a climate which encourages teachers' personal and professional development. The research studies presented in this review of related literature agree on

the importance of the role of the principal in maintaining the health of the school as a setting for educational activities.

Teachers are expected to perform responsibly and professionally in the midst of school climates largely determined by others, and within the parameters of organizational demands and constraints created by further others. Yet, in spite of their responsible and professional performances, teachers have traditionally had little input into the demands and constraints that determine their functions and functioning.

If students are the main focus of education (as they should be) then efforts should be made to maximize its potential benefits for them. Since teachers are at the point of contact with students, they can have a great influence on the students' outcomes. In order to facilitate teachers' educational activities, it would be helpful if the other groups involved in educational organizations (including parents and administrators) supported the strengths of the profession and its members, and at the same time avoided intensifying any areas of weakness (Eisenhart, et al., 1988).

CHAPTER III

Methodology

Overview

This study is an examination of teachers' perceptions of educational change. The following questions formed the basis for collecting data from teachers:

1. What do teachers say they like about teaching?
2. What do teachers say they would like to change about teaching?
3. To what extent do teachers perceive they have influence on educational change?

A questionnaire was used to gather teachers' perceptions of educational change. Fifty elementary and 50 secondary teachers' completed questionnaires were randomly selected from among the 138 surveys returned by volunteer participants. The data gathered from the completed survey forms (Appendix A) were analyzed by frequency counts of responses and by cross-tabulating responses to the survey items with demographic variables.

Teachers' Survey

The intent of this study was to gather teachers' perceptions of education and educational change in order

to help understand the things that are important to teachers and to find out what can be done to make their jobs more satisfying (in their perception) and thus to improve their functioning as teachers, by extention resulting in better educational experiences for their students.

Two pilot studies were conducted to gather preliminary information on the issues of most concern to teachers in their teaching contexts. Pilot Study A (Appendix B) and Pilot Study B (Appendix C) collected teachers' responses to similar survey questions. In addition to providing demographic information (age range, gender, grade taught, length of teaching experience, in what grades, and educational background) Pilot Study A (Appendix B) asked teachers (who were involved in graduate level courses) to respond to the following questions: What do you like about teaching (as a career)?; What would you like to change about teaching (as a career)?; What do you like about teaching (in your situation)?; What would you like to change about teaching (in your situation)?

Pilot Study B (Appendix C) asked pre-service teachers for background information (age range, gender, previous teaching experience, educational background, practice teaching grades, subject specialization), and

on the basis of their present knowledge, to project how they might feel when they are in full-time teaching positions: What do you think you will like about teaching (as a career)?; What do you think you would like to change about teaching (as a career)? In both pilot studies, participants were volunteers and had the option to remain anonymous.

The responses from these two pilot studies were recorded and then examined for patterns and similarities. Similar items were listed together and larger category labels were assigned to describe groups of items. The responses from the two pilot studies were divided into five main categories containing a total of 26 items:

1. Significant Others (students, colleagues, administrators, parents, support staff);
2. Employment Factors (salary, holidays, benefits; opportunities for professional development; opportunities for mobility; challenge and variety; teacher role; amount of responsibility);
3. Administrative Factors (autonomy; teacher evaluation; student evaluation; supervisory duties; preparation time; class size

administrative support; paperwork);

4. Curriculum Factors (flexibility in interpreting the curriculum; focus on the individual student; extra-curricular activities); and
5. Ideological Factors (satisfaction derived from involvement in students' development; satisfaction derived from sharing knowledge and expertise with students; satisfaction derived from sharing knowledge and expertise with colleagues).

The original plan for researching teachers' perceptions of educational change was a qualitative design where four teachers would be used as subjects for a longitudinal study. A pilot study was carried out where two teachers were interviewed using the categories and items developed from Pilot Study A and B. They were then observed in their teaching context for about 1/2 a day. An assessment of the data gathered and the methods used created some difficulties in terms of anonymity and confidentiality. The sensitive issues dealt with, and the extremely personal information revealed in the interviews clarified the delicate situations of these teachers. Their perceptions were personal, and they reflected other people in their educational contexts in a personal way as well.

The risks involved for teachers if they became involved in this kind of a longitudinal research study were considerable. Since board, school, and teacher permission would be required before any study could proceed, anonymity would be virtually impossible to maintain. A researcher would be an obvious presence in the school, and any attempts pretense or subterfuge might compromise research ethics. If participating teachers could not be guaranteed anonymity, then they would wish to protect their interests and would probably not be entirely candid or honest in their responses. If the responses were not accurate representations of their perceptions, then the study would have little value in terms of collecting the information that was being sought.

A teacher survey was selected as the best method for collecting information to respond to the questions indicated above from a sample of manageable size.

Questionnaire

The questionnaire (Appendix A) was divided into four main parts: an introduction, and Parts 1, 2, and 3. In the introduction, the purpose and rationale of the research study were described and instructions for completion of the questionnaire were given. In the

event that further support or details were required to enhance the data collected in the questionnaire, respondents were invited to participate in an anonymous telephone interview to discuss any of the issues raised in the survey. Instructions included the option to use a code name if desired to ensure anonymity.

Part 1.

Part 1 collected demographic information:

1. Grade level taught: JK - 3; 4 - 6; 7 - 8; 9 - 10; 11 - 13 (These were later collapsed to two categories: elementary and secondary.)
2. Gender
3. Age Range: 20 - 25 years; 26 - 35 years; 36 - 45 years; 46 - 55 years; over 55 years
4. Total years of teaching experience (to June 1989): 1 year; 2 to 5 years; 6 to 10 years; 11 to 15 years; 16 - 20 years; over 20 years (These were later collapsed to four categories: 1 to 5 years; 6 to 15 years, 16 to 20 years; and over 20 years).
5. Number of years at present school (to June 1989): 1 year; 2 to 5 years; 6 to 10 years; 11 to 15 years; 16 to 20 years; 20 + years
6. Highest level of education (to June 1989): Teachers' College; Some University courses;

Bachelor's Degree; Bachelor of Education; Master's Degree; PhD, EdD.

Part 2

Part 2, the survey instrument, was divided into four sections for each item. The first section asked teachers to indicate their level of agreement with a statement (e.g., I am satisfied with the quality of my interactions with students) by selecting the most appropriate response from: 1. Strongly Agree, 2. Agree, 3. Neutral, 4. Disagree, 5. Strongly Disagree.

In the second section of Part 2, depending on whether they had indicated agreement or disagreement with the statement, teachers were asked to indicate one significant change that could be made. (This was an open-ended question.) If teachers agreed with the statement and they were satisfied with things as they were, then it was not necessary to make suggestions for change, or to deal with the third or fourth sections of Part 2.

The third section of Part 2 asked teachers to indicate one level at which the change they had suggested could be implemented. The choices were: 1. Classroom, 2. School, 3. Board, 4. Ministry, 5. Society. It is acknowledged that changes could be implemented at

more than one level, however, it was decided that asking teachers to indicate one appropriate level for change would help to clarify the results and their subsequent analysis.

In the fourth section of Part 2, teachers were asked to what extent they felt they had influence on change in the area of concern expressed in the statement. The four choices were: 1. I have a lot of influence, 2. I have some influence, 3. I have little influence, 4. I have no influence.

Part 3

Part 3 of the survey asked respondents to indicate agreement or disagreement with the following statement: "My responses to this survey would be fairly consistent over time." Space was provided for respondents' comments. The purpose of gathering teachers' reponses to this statement was to ascertain the reliability of the survey. Their responses have been recorded in Appendix T.

Pilot Test of Questionnaire

This questionnaire (Appendix A) (using a different page format) was pilot tested with the teachers in an elementary school. The purpose of the pilot study was to ascertain the meaningfulness of the content, clarity of

the format, and the extent to which the resulting data could be analyzed and interpreted as answers to the research questions. The research study was introduced to the teachers at a monthly staff meeting. Participation was voluntary and anonymous. Teachers were asked for their input on the format and content of the survey as it was a pilot study. They were also asked to estimate the amount of time it took to complete the questionnaire, which parts they found easiest to answer, and which parts they considered most difficult.

The data were analyzed manually using frequency counts. Cross-tabulations of responses with demographic variables were done by computer. Responses to open-ended questions were recorded and examined for emerging trends. The information collected was adequately dealt with using these methods.

In general, the results of the pilot study indicated the teachers who responded were satisfied with most of the issues addressed in the survey. Their suggestions for change included less paperwork and smaller classes.

In response to the results of the pilot study, and suggestions from members of the thesis committee, adjustments were made in the survey instrument. The

category labels (e.g., Significant Others, Administrative Factors) seemed to provide unnecessary and confusing information to the participants and it was decided to leave them out of the survey instrument. The items themselves were presented without grouping labels. In the pilot study the items had been presented as questions, such as: "How do you feel about your current level of interaction with students?" Responses were to be selected from a five - point scale with "I like things the way they are" at one end of the scale and "I would like to see some changes" at the other. In order to clarify the focus of each item of the questionnaire, and to simplify data recording and analysis the survey instrument was changed to present the items as statements, with teachers responding by selecting from among: agree strongly; agree; neutral; disagree; disagree strongly. The pilot study gave teachers six possible levels where changes could be implemented: teacher, classroom, school, board, ministry, society. In the actual survey instrument the level of "teacher" was eliminated and considered to be contained in the level designated as classroom. A fourth category of response was added, asking teachers to indicate the extent to which they felt they have influence on educational change from a selection of: I have a lot of

influence; I have some influence; I have little influence; I have no influence.

Method of Distributing the Survey

A local school board was approached for permission to do research in the schools involving a teacher survey. Permission from the board was contingent on principals' agreement to allow members of their staff to participate.

Using a list of all the schools within the board's jurisdiction, elementary and secondary schools were selected to represent each board-designated area. As information regarding the number of teachers in each school was not available, an attempt was made to balance the elementary and secondary school populations represented. Schools from each area were chosen on the basis of their student population in an attempt to get equal representation of elementary and secondary school students and teachers. Principals were sent a copy of the questionnaire, a one-page description of the rationale and purposes of the research, and a covering letter inviting them to allow their teachers to participate in the study. The letters were followed up by phone calls asking principals about their decisions regarding their school's participation in the research.

Most often, the questionnaire was introduced to teachers at a monthly staff meeting. The research survey was explained briefly and teachers were invited to participate in the survey as anonymous volunteers. There was an opportunity for teachers to ask questions about any aspect of the research procedures or the survey form. An envelope was provided with each questionnaire into which the completed survey could be sealed. If they were interested in participating and chose to complete the survey, teachers were instructed to deposit their sealed survey envelopes in a large envelope left in care of the school office for that purpose. The large envelope containing the completed surveys was collected one week later.

When scheduling constraints precluded visiting a school during a staff meeting, other arrangements were made. In one case, the principal suggested coming to the staffroom one morning at 8:15 and talking about the survey to whomever was there at that time. In another case, the principal passed out the surveys to interested teachers.

Sample and Subjects

The population from which the sample for this study was drawn was the population of teachers working for a local board of education. The sample was made up of

volunteer participants. The researcher contacted a number of principals who decided whether the teachers in their schools would or would not be given the opportunity to participate in this research study. The sample was made up of elementary and secondary school teachers who volunteered to participate in the research study by completing the questionnaire. A part of the intent of this study was to determine whether there would be differences between elementary and secondary teachers' reponses, the intent was to have a sample containing equal numbers of elementary and secondary teachers. In order to distinguish elementary and secondary teachers' responses, all returned questionnaires had been given a school and participant code number. The subjects were randomly selected from among the completed, returned responses; 50 from among elementary teachers' responses, and 50 from the secondary teachers' responses.

The subjects were elementary and secondary school teachers who volunteered to participate in this research study. The implications of using a sample of volunteer participants include the possibility that the responses of people who volunteer may be different from those who did not choose to volunteer. Those who chose to

volunteer could have been motivated by their generally positive perceptions, by their negativity toward issues raised in the survey, by their perceptions of the value of education and thus their willingness to support the researcher as a student, or they may simply have been better time managers and found 15 to 10 minutes in their schedules to use for filling out the questionnaire.

The first part of the questionnaire (Appendix A) asked for background information (demographics): 1. Grade level taught; 2. Gender; 3. Age Range; 4. Total years of teaching experience; 5. Number of years at present school; 6. Highest level of education. Since the background information does not answer the research questions, this information will not be included in the Chapter IV (The Findings). It is discussed here and is used to describe the sample of teachers who participated in this study. The following section will present the results of frequency counts of the responses to demographic questions.

All the completed surveys were coded with a two-digit school number and a two-digit respondent number. The code numbers were written on slips of paper, and 50 elementary and 50 secondary school teachers' responses were randomly chosen as the sample for this study. The computer analysis of the data entered for the 100

surveys showed an imbalance in the numbers of elementary and secondary responses. There were 50 elementary teachers, and 47 secondary teachers. This meant that three secondary teachers had not indicated the grade level they teach on the survey form. Their surveys had been coded by school number and became part of the random sample. Whenever grade level appeared in the analysis, these three surveys counted as missing values.

Gender

The random sampling produced a selection of 45 female teachers and 52 male teachers. Three respondents did not include information about gender and appeared as missing values. The number of females teaching in elementary schools (32 = 71%) was approximately equal to the number of males teaching in secondary schools (34 = 65%). The number of females teaching in secondary schools (13 = 29%) was closer to the number of males teaching in elementary schools (18 = 35%) (Table 1).

Age Range

Most of the teachers in this sample (46) were in the 36 to 45 years old category. Thirty-three were 46 to 55 years old, 11 were 26 to 35 years old, 4 were 20 to 25 years old. Table 1 shows the distribution of male/ female, elementary/ secondary teachers among the age groups.

Table 1

Number of Female/ Male, Elementary/ Secondary Teachers in each Age Range

Age range	Number of teachers				
	Female		Male		Total
	E	S	E	S	
20 to 25 years	3	1	-	-	4
26 to 35 years	4	2	2	3	11
36 to 45 years	20	6	8	12	46
46 to 55 years	4	4	8	17	33
55 + years	1	-	-	2	3
Totals	32	13	18	34	97
Total females	45				
Total males			52		

Note. Missing values = 3

E = Elementary S = Secondary

The generally observed trend of an aging teacher population is supported by the information gathered in this study. Approximately 81% of the teachers in this sample were over 35 years of age. There were 11 (11%) teachers who were between 26 and 35 years of age, and

only 4 (4%) teachers between 20 and 25 years of age. There were 3 (3%) teachers over 55 years of age (Table 1).

Total Years of Teaching Experience (to June 1989)

The survey had six categories for years of teaching experience. These were collapsed to four selections when some of the categories contained very small numbers of teachers. There were the most teachers (41) in the group with over 20 years teaching experience. There were 22 teachers who had taught between 6 and 15 years, and 22 who had taught 16 to 20 years. The smallest group (12) was made up of those teachers who had 1 to 5 years experience. Table 2 shows female/ male, elementary/ secondary teachers' total years of teaching experience to June 1989.

Table 2

Female/ Male, Elementary/ Secondary Teachers' Total Years of Teaching Experience (to June 1989)

Years of Experience	Number of Teachers				
	Female		Male		Total
	E	S	E	S	
1 to 5 years	6	1	3	2	12
6 to 15 years	10	9	-	3	22
16 to 20 years	9	2	4	7	22
20 + years	7	1	11	22	41

Note. Missing values = 3

E = Elementary S = Secondary

The largest portion of the sample represented teachers with more than 20 years of experience (approximately 42%). The next two largest groups were equal. The groups with 6 to 15 years experience and 16 to 20 years each had approximately 23% of the total number of the respondents. The smallest group, those with 1 to 5 years experience represented approximately 12% of all the teachers (Table 2).

Number of Years at Present School (to June 1989)

The responses to this section varied widely over the six categories: 1 year: 17 teachers; 2 to 5 years: 35 teachers; 6 to 10 years: 15 teachers; 11 to 15 years: 11 teachers; 16 to 20 years: 9 teachers; and over 20 years: 6 teachers. Table 3 shows the distribution of female/ male, and elementary/ secondary teachers by the number of years they have worked at the present school.

Table 3

Female/ Male, Elementary/ Secondary Teachers'Total Years at Present School (to June 1989)

Years at Present School	Number of Teachers				
	Female		Male		Total
	E	S	E	S	
1 year	7	2	3	5	17
2 to 5 years	18	5	6	6	35
6 to 10 years	5	1	7	2	15
11 to 15 years	-	3	-	8	11
16 to 20 years	1	2	1	8	12
20 + years	1	-	1	5	7

Note. Missing values = 3

E = Elementary S = Secondary

The category containing those who had been teaching 2 to 5 years at the same school was the largest group (approximately 36%). The next largest group (approximately 18%) had been at their schools for 1 year. The teachers in this sample appeared to be quite mobile. The board may be encouraging teachers to change schools periodically, teachers may be initiating moves themselves, or they may be forced to look for new positions when they are declared surplus or redundant at their present school.

Highest Level of Education (to June 1989)

Two teachers indicated Teachers' College as the highest level of their education; 10 said they had completed some university courses; 37 had their Bachelor of Arts degree; 26 had a Bachelor of Education degree; 21 had a Master of Education degree, and none indicated they had a Ph.D. degree. Table 4 shows the distribution of female/ male and elementary/ secondary teachers by highest level of education.

Table 4

Female/ Male, Elementary/ Secondary Teachers' Highest Level of Education (to June 1989)

Level of Education	Number of Teachers				
	Female		Male		Total
	E	S	E	S	
Teachers' College	-	2	-	-	2
Some University	5	-	2	3	10
B.A.	11	6	4	16	37
B.Ed.	11	4	3	8	26
M.Ed.	5	1	9	6	21

Note. Missing values = 4

E = Elementary S = Secondary

Approximately 39% of the teachers indicated they had their Bachelor of Arts degrees, 27% had their Bachelor of Education (a total of 66% with Bachelor's degrees), and approximately 22% had their Master of Education degree (Table 4).

Data Recording and Data Analysis

Each completed questionnaire was coded with a two-digit number designating the school where it was

completed, and a two-digit respondent number.

The data (including demographic information) from each questionnaire were recorded into a data file using the Statistical Package for Social Sciences (SPSSx) program. Responses to open-ended questions were recorded separately (Appendix D).

The data were analyzed by frequency counts of responses and by cross-tabulations of responses with demographics using the SPSSx program. After a preliminary analysis the following adjustments were made. The frequency counts based on the data entered from the questionnaires showed that many teachers taught multiple grades crossing the grade range categories indicated on the survey. In the computer program each respondent who had checked more than one grade level selection was counted as a separate response for each grade level selection. Most secondary teachers indicated they taught all the grades (9 - 13) so the sample of secondary teachers was almost doubled. There were fewer elementary teachers who taught in more than one designated area. This created an imbalance between elementary and secondary teachers.

The grade level categories were changed to elementary and secondary in order to balance the sample as was originally intended. The program was adjusted to

read all responses in JK - 8 as Elementary, and all responses 9 - 13 as as Secondary, thus eliminating repeated readings.

The total years of experience groups were collapsed from six into four spans of years in order to have a better representation in two groups that contained few teachers. The four categories were: 1 to 5 years of experience; 6 to 15 years; 16 to 20 years; and over 20 years of experience.

Frequencies were shown as percentages of the total number of responses to each section of each item. In order to clarify emerging trends the following categories were collapsed: agree and strongly agree (agree); disagree and strongly disagree (disagree); I have a lot of influence and I have some influence (some influence); I have little influence and I have no influence (little influence).

Cross-tabulations were done to compare female/ male teachers' responses, elementary/ secondary teachers' responses, and the responses of teachers grouped by years of teaching experience. A further analysis compared the responses of female elementary and secondary teachers, and male elementary and secondary teachers.

Summary

The questionnaire provided an effective instrument for gathering information regarding teachers' perceptions of what they like about teaching, what they would like to change, and to what extent they feel they have influence on educational change. Voluntary participation created some limitations in terms of the generalizability of the results to the rest of teacher population.

CHAPTER IV

Findings and Interpretation

Overview

This chapter presents the findings of the study and relates the interpretation of the findings to the research questions. The data are presented and analyzed at two levels. The first level describes the raw data from the study, and the second level provides an interpretation of the data.

The material in this chapter is presented under two main headings: Teachers' Survey and Results of Cross-Tabulations. The Teachers' Survey section discusses the results of frequency counts of responses. The Results of Cross-tabulations section presents comparisons of the responses of female/ male teachers; elementary/ secondary teachers; and teachers grouped by years of teaching experience. There is a brief discussion of the implications of gender for the differences in responses of elementary and secondary teachers.

In each section, the raw data are presented and then interpreted using the theoretical perspectives and background information provided in the review of related literature (Chapter II). The interpretation of the findings addresses the research questions:

1. What do teachers say they like about teaching?
2. What do teachers say they would like to change about teaching?
3. To what extent do teachers perceive they have influence on educational change?

Teachers' Survey

Part 2 of the survey form (Appendix A) consisted of 26 statements regarding important issues in education, for example, "I am satisfied with the quality of my interactions with colleagues." First, respondents were asked to indicate whether they agreed strongly, agreed, were neutral, disagreed or disagreed strongly with the statement. Second, if they had indicated disagreement with the statement, they were asked to suggest one significant change that could be made. Third, teachers were asked to indicate one level at which they felt their suggested change could be implemented (classroom, board, school, ministry, or society). Fourth, respondents were asked to indicate whether they felt they had a lot, some, a little, or no influence over educational change in this area (referring to the original statement).

The teachers' survey collected a lot of data. In order to organize the information and create a focus for the discussion of the study, not all the data and

results will be given equal attention. Only the larger differences (10% and over) will be discussed. The maximum number of responses to each section would have been 26 (issues) x 100 (respondents) = 2600 responses. Table 5 shows the number of responses to each section as a percentage of the total possible responses. Approximately 95% of the teachers responded to the first section and indicated their agreement, neutrality or disagreement with the statement. In the second section, approximately 13% made suggestions for changes. In the third section, approximately 35% of the respondents indicated a level at which change could be implemented, and in the fourth section, approximately 42% indicated to what extent they felt they had influence over change. According to the original plan for the method of filling out the questionnaire, teachers who indicated agreement with a statement could go on to the next statement. Those who chose a disagree response were asked to suggest a possible change in the second section; to indicate one suitable level at which the change they had suggested could be implemented in the third section; and to indicate to what extent they felt they had influence on educational change in the fourth section. According to this procedure there should have been the same number

of responses for the second, third, and fourth sections. The results show differences in the numbers of responses in each section. It appears teachers were inclined to fill in responses to the sections using a different rationale.

Table 5

Percentage of Responses in Each Section

Section	Percentage of Total Possible Responses
1 (Agree, etc.)	95.3%
2 (Suggestions)	12.5%
3 (Level of change)	34.8%
4 (Influence)	41.6%

When the response frequencies were counted, the agree and agree strongly; and the disagree and disagree strongly responses were added together in order to clarify emerging trends. The five original categories were thus reduced to three categories of responses (agree, neutral, disagree).

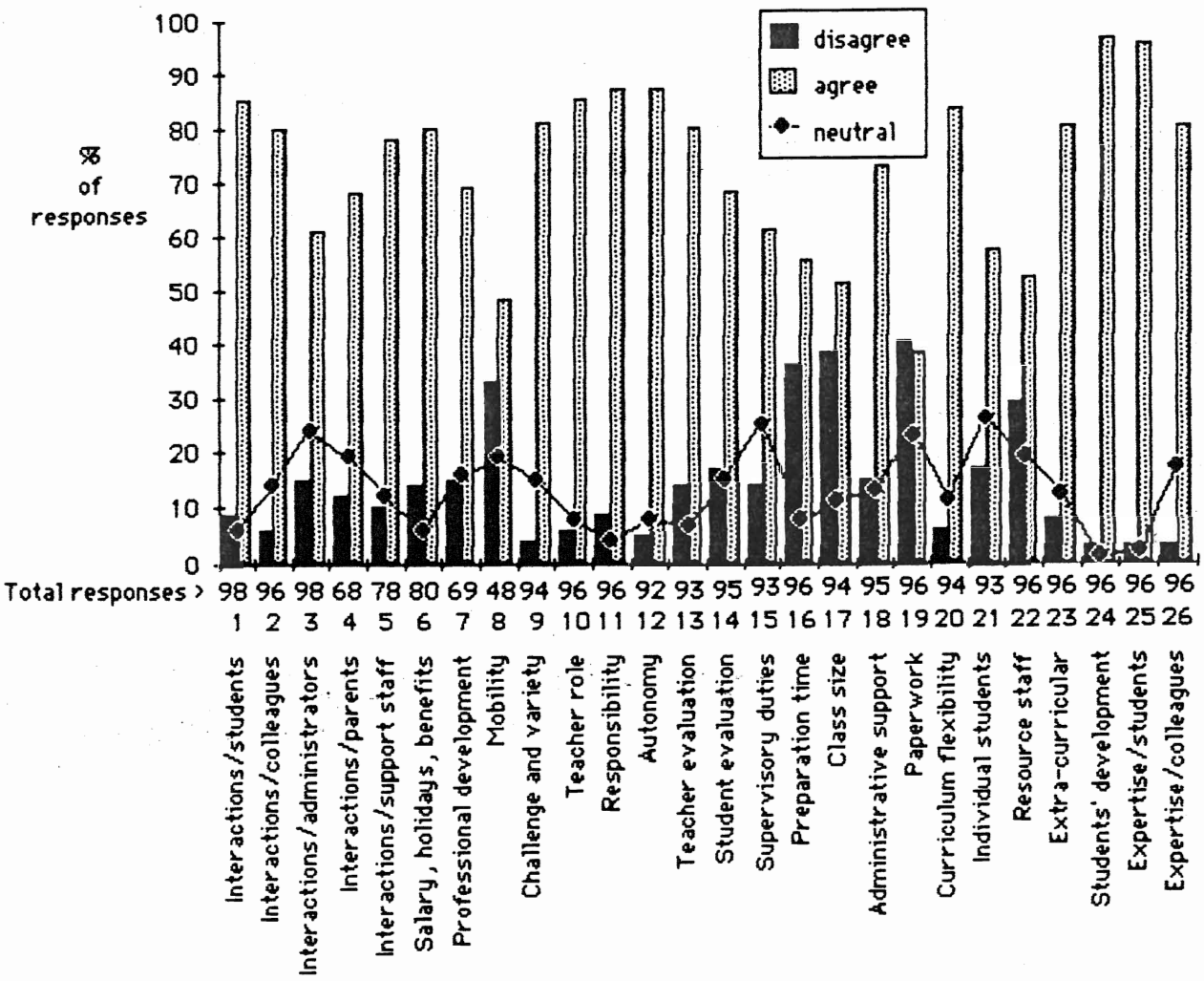
Agree Responses

Approximately 72% of all the teachers' responses to the first section indicated agreement with the statements in the questionnaire. Approximately 13% were

neutral and approximately 15% indicated they disagreed with the statements. The results can be interpreted to mean these teachers were satisfied with most of the issues as they existed in their present teaching situations (Figure 1).

The ten statements teachers agreed with most strongly were: #24 - 96% (being involved in students' development); #25 - 96% (sharing expertise with students); #11 - 87% (level of responsibility); #12 - 87% (level of autonomy); #1 - 85% (interactions with students); #10 - 85% (teacher role); #20 - 83% (flexibility interpreting the curriculum); #9 - 81% (challenge); #2 - 80% (interactions with colleagues); #6 - 80% (salary/ holidays/ benefits); #23 - 80% (extra-curricular activities). The first five of these taken together, can be viewed as a description of the meaning of being a teacher in its purest form. In other words, they describe the qualities of teaching as a profession that are discernible regardless of context: involvement in students' development; sharing expertise with students; being in a position of responsibility; having some measure of autonomy in the situation; interacting with students; and appreciation of the complexity and rewards of the teacher role.

Figure 1.
Frequency of responses to items 1-26:
Agree/Neutral/Disagree



Note. Numbers may not add up to 100% due to rounding.

These items can be seen to represent the things teachers like best about teaching and can be used to answer the first problem question: What do teachers say they like about teaching? The things teacher say they like the most are: interacting with students, sharing their expertise and being involved with students' development. To a great extent, they are satisfied with the amount of autonomy and responsibility they have in their present positions. The majority of teachers in this study enjoy their roles as teachers. They are generally satisfied with the amount of flexibility they have in interpreting the curriculum, and with the challenge and variety offered by their present positions. They are relatively satisfied with their interactions with colleagues, with their salaries/ holidays/ benefits, and with their extra-curricular activities.

Dewey's (1972) Theory of Valuation describes a process of weighing the costs and benefits of possible alternatives as they are perceived by the individual. Valuation is an ongoing dynamic in teaching and about teaching. Teachers base their valuation decisions on desires and purposes beyond those of the present situation. Their decisions contain components of habits

and life patterns which influence the valuation procedures. Placing highest values on qualities of teaching such as autonomy, responsibility, contact with students, and contributing to students' development indicates the sophisticated social, affective, and intellectual levels of functioning in which teachers say they prefer to be engaged (by agreeing most often with statements pertaining to these qualities). In contrast, paperwork can be seen as a necessary but mundane chore of seemingly little value, and the apparent lack of opportunity for mobility as a constraint to teachers' autonomy, and therefore little valued.

Neutral Responses

Many teachers chose not to agree they were satisfied with these areas, yet they also chose not to disagree. These teachers perceived the neutral category to be a more appropriate selection than either of the agree or disagree selections. In fact, neutral responses amounted to 13% of the total responses while disagree responses were 15% of the total responses.

There was some neutral response to all the statements varying from 1% (#24 - involvement with student development), to 26% (#21 - focus on the individual student). In descending order the statements receiving the most neutral responses were: #15 - 25%

(supervisory duties); #3 - 24% (interactions with administrators); #19 - 23% (paperwork) (Figure 1).

These items may represent: issues over which the teachers feel they have little influence (supervisory duties, paperwork); issues that have little application in a specific situation (focus on individual students has a different emphasis in elementary than in secondary school); issues of great complexity--perhaps approach/ avoidance conflicts (interactions with administrators).

Disagree Responses

Teachers' disagree responses may provide some answers to the second research question: What do teachers say they would like to change about teaching?

Teachers disagreed most often with the statements regarding (in descending order) #19 - paperwork (40%); #17 - class size (38%); #16 - preparation time (36%); #8 -opportunity for mobility (33%); #22 - resource staff (29%); and #21 -focus on individual student (17%) (Figure 1).

One way of looking at these items is by contrasting them as a group to the group of five statements that were agreed with most often--those describing qualities of the teaching profession (autonomy, responsibility, interacting with students, sharing in students'

development, and sharing expertise with students). Disagree responses were selected for items that can be seen as constraints to teachers' functioning according to the qualities described above. These constraints may be evident to teachers but not necessarily to others. The effects of the constraints may be confined to the teachers' personal experiences with them (quantity and quality of paperwork; opportunity for mobility), or to teachers' experiences with students in the classroom (size of classes; access to resource staff).

Teachers feel dissatisfied when they feel they are doing too much paperwork (with little perceived value to them); when they are concerned about their effectiveness in classes that are too large; when they feel that mobility is either not possible (no openings) or risky (they might lose credit for years of teaching); or when the help of resource staff is unavailable when needed.

Coping with the irritations of imperfect conditions on a daily basis places a strain on teachers, and they must deal with the knowledge that they can do little about these factors. Paperwork and class size are determined at higher levels of the organizational hierarchy and teachers' concerns are seldom considered when decisions are made. Opportunities for mobility are determined by board policies and may only become a

concern when teachers are dissatisfied with the present situation, or when they are declared surplus or redundant and must find another position from among limited choices.

Constraints such as these can contribute to teacher stress. As Farber (1984) has suggested, stress can be avoided and job satisfaction increased by reducing nonteaching duties, decreasing teaching loads and increasing preparation time.

Suggestions for Change

The short answer section where teachers were to give their suggestions for changes collected a total of 323 responses. The suggestions are recorded in Appendix D. Table 6 shows the distribution of the 323 responses among females/ males, and elementary/ secondary teachers.

Table 6

Number of Female/ Male, Elementary/ Secondary Teachers' Suggestions for Change

	Female	Male	Total
Elementary	157	36	193 = 59.8%
Secondary	26	104	130 = 40.2%
Totals	183	140	323 = 100.0%

Among the responses to this section (Appendix D) there were: 137 from female elementary teachers and 36 from male elementary teachers; 26 from female secondary teachers and 104 from male secondary teachers. The numbers of responses reflect to some extent the proportions of teachers in each group (32 female elementary, 18 male elementary, 13 female secondary, 34 male secondary teachers) (Table 1).

Female elementary teachers offered suggestions for change most often. Although the proportion of male secondary teachers is almost equal to the proportion of female elementary teachers, the male secondary teachers did not make as many suggestions. Secondary teachers may perceive their teaching contexts as being more satisfactory and requiring less change than do elementary teachers. Secondary teachers do have more preparation time built into their schedules.

Two statements each received only one suggestion for change: #24 (involvement in student development and #25 (sharing expertise with students). The most suggestions were made for items #17 (class size - 26 suggestions); #8 (mobility - 23 suggestions), #14 (student evaluation - 23 suggestions); #6 (salary, holidays, benefits - 21 suggestions); #16 (preparation

time - 20 suggestions) (Appendix D).

Teachers' suggestions for change came from many perspectives. It was difficult to collapse the suggestions for each item because individual suggestions expressed important variations indicating the respondents' unique perceptions of the issue. For example, the statement: "I am satisfied with the quality of my interactions with parents" (Appendix D, #4) inspired several different perspectives on the issue. Suggestions included: more opportunities for interaction; increased support for parents; increased support from parents; and need for more diplomacy in interactions.

Some responses to one statement had applicability to other statements as well. For example, the suggestion to reduce class size was made in response to several statements in addition to #17 (class size): #1 (interactions with students); #10 (teacher role); #21 (focus on individual student); #24 (involvement with students' development); and #25 (sharing expertise with students) (Appendix D). Teachers were almost unanimous in suggesting smaller classes.

This section of short answers was an important indicator of the diversity of perceptions among teachers. Even when the issues were quite clearly

stated, there proved to be many variations of interpretation, producing widely varying responses. Yet, discernible trends emerged from the different perceptions that were presented.

Lortie (1975) described teachers' suggestions for change as focusing on the present and of a conservative nature. The teachers in Lortie's study indicated suggestions for change similar to those indicated by the teachers in this study: smaller classes, more preparation time, fewer nonteaching duties. The suggestions for change were for immediate benefits (more preparation time) and usually conservative rather than revolutionary (enforce class ratios of 1:25) (Appendix D).

Levels of Change

Responses in the third section were distributed as follows (numbers are rounded to the nearest percent): school (37%); board (35%); classroom (16%); ministry (9%); society (3%) (Table 7).

Table 7

Percentage of Responses to each Level for Items 1 - 26

Statement	TR	C	Sc	B	M	So
		Percentage of responses				
1. Interactions with students	42	48	19	24	5	5
2. Interactions with colleagues	43	9	72	12	2	5
3. Interactions with administrators	43	7	47	44	2	-
4. Interactions with parents	40	15	48	10	-	28
5. Interactions with support staff	32	3	75	19	3	-
6. Salary/ holidays/ benefits	36	11	3	53	22	11
7. Professional development	44	2	18	64	16	-
8. Opportunity for mobility	51	2	10	82	4	2
9. Challenge	28	39	82	92	7	-
10. Role	29	35	45	17	3	-

11. Responsibility	26	12	58	23	8	-
12. Autonomy	25	20	48	16	8	8
13. Teacher evaluation	31	26	48	16	7	3
14. Student evaluation	44	18	25	43	14	-
15. Supervisory duties	29	7	52	31	7	3
16. Preparation time	45	4	29	56	5	-
17. Class size	48	8	21	52	17	2
18. Administrative support	29	7	62	17	10	3
19. Paperwork	44	9	36	39	16	-
20. Curricular flexibility	32	9	19	41	31	-
21. Individual student	30	17	43	23	17	-
22. Resource staff	43	-	21	72	7	-
23. Extracurricular	24	17	67	13	4	-
24. Student development	21	67	29	5	-	-
25. Expertise/ students	21	81	10	10	-	-

26. Expertise/ colleagues	25	12	60	28	-	-

Note. TR = Total Responses

C = Classroom M = Ministry

Sc = School So = Society

B = Board

Often there was a trend for one or two selections to dominate for each item. This was most definite for items #8 - board (opportunity for mobility), #2 - school (interactions with colleagues), #22 - board (resource staff), #7 - board (professional development), #16 - board (preparation time), #17 - board (class size). These results can be interpreted as patterns of similarity in teachers' perceptions, and as evidence of their expectations of the powers and responsibilities assigned to various levels of the educational hierarchy. It is interesting to note the choice of society as the level at which interactions with parents could be changed. It is an appropriate choice, but the more expected selection would have been school.

Teachers have individual perceptions of the organizational hierarchy, the roles, goals and powers of each level, and the way they themselves fit into the system (Deal, 1984). In considering needed changes and

the level at which they could be implemented, decisions are made on the basis of a personal process and individual perceptions. The school and the board were chosen most often as the appropriate level for implementing the changes teachers suggested.

These responses (Table 7) can also provide a partial answer to the third research question: To what extent do teachers perceive they have influence on educational change? If the classroom level was chosen only 16% of the time, that means teachers feel they have little personal power to implement change. It appears they expect educational change to be an external and externally initiated activity. This has been discussed in the literature (Apple, 1986; Buchmann, 1986; Lortie, 1975). Teachers are not empowered by the system to initiate or enact educational changes. However, it has been suggested that teachers take greater responsibility for educational change by becoming more activist and increasing their involvement with educational policies and programs (Apple, 1986; Carlson, 1986; Popkewitz, 1986).

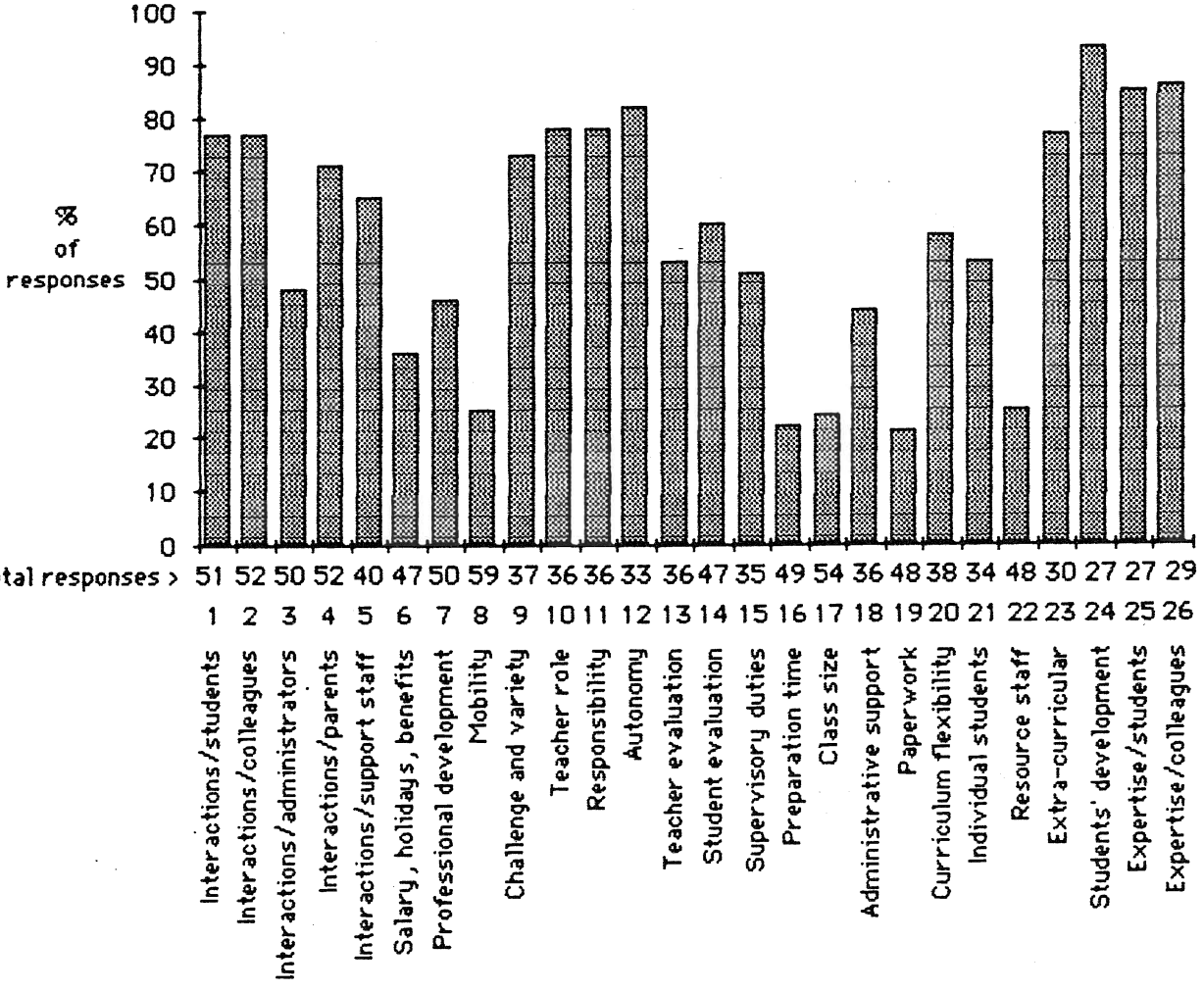
Extent of Influence

The last section of the survey asked teachers to indicate whether they felt they had a lot, some, a little, or no influence on change. A lot and some

influence were collapsed to become some influence. Little or no influence were collapsed to become little influence. Approximately 55% of the responses to this survey indicated teachers perceive they have some influence on change, and approximately 45% of the responses indicated teachers perceive they have little influence on educational change in the areas addressed in the 26 statements.

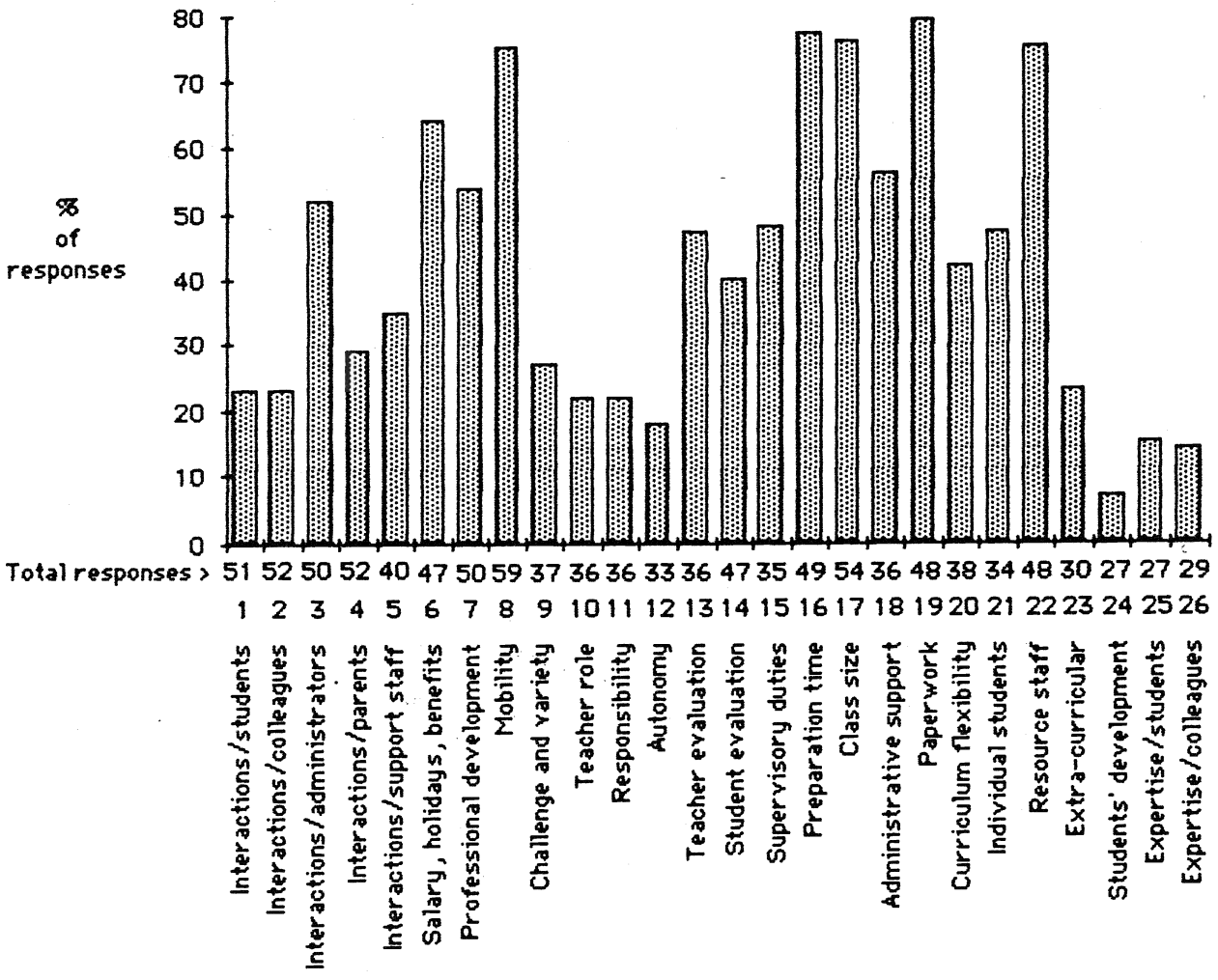
The issues teachers felt they had some influence on were #2 (interactions with colleagues), #1 (interactions with students), and #4 (interactions with parents) (Figure 2). Teachers indicated most often felt they had little or no influence on the issues addressed in #8 (opportunity for mobility), #17 (class size), #16 (preparation time), #19 (paperwork) (Figure 3).

Figure 2.
Responses to items 1-26: Some influence



Note. Numbers may not add up to 100% due to rounding.

Figure 3.
Responses to items 1-26: Little influence



Note. Numbers may not add up to 100% due to rounding.

The results from this section can be used to help answer the third research question: To what extent do teachers perceive they have influence on educational change? A small majority of the responses (55%) indicated that teachers did feel they had some influence on educational change with reference to the issues in this survey. Teachers' perceptions of having little influence (45%) can be interpreted as a lack of voice in the educational system. To have influence, one must have a voice, and one's voice must not only be heard, but the words being said must be considered important enough to act upon (Apple, 1986; Carlson, 1986; McDonald, 1988).

Perceptions of influence can be interpreted in terms of the amount of power teachers feel they may have in the area addressed by each statement. They may perceive they have more influence over changes that are self-determined and that will take effect in the classroom (interactions with students), than they have over board or ministry determined policies (class size, paperwork).

Another dimension of the extent of influence perceived by teachers is locus of control. Some teachers who tend to have an external locus of control

may feel there is little they can do at any level to affect their personal or professional worlds. Teachers who have an internal locus of control may feel they do have influence on changes at the school, board, or ministry levels and may take action in that direction by becoming involved in committee work or collective bargaining groups.

Extent of influence may also be affected by teachers' career development cycle (see Appendix R and Appendix S). The more active stages in the middle of the cycle are more likely to represent internal locus of control, while the beginning and final stages seem to create a reluctance to activist participation in educational innovations or decision-making and thus represent a more external locus of control (Huberman, 1988).

Teachers' perceptions of the extent of their influence may be realistically based on the conditions at their present school. The leadership style of the principal may preclude teachers' input into the functioning of the school to a greater or lesser extent.

Teachers are affected by the issues addressed in this survey on a daily basis. Their insights would be invaluable to those who are planning change and could help to expedite the process (Fullan, 1982).

Reliability

In order to determine the reliability of the survey questionnaire, internal consistency was tested by using Pearson's product-moment coefficient of correlation to calculate inter-item correlations (Appendix Y). Results showed that there was a significant positive relationship between each pair of items, with values ranging from .9341 to .2851. Almost all the correlations were significant at the .001 level.

In Part 3 of this study, teachers were asked to respond to the following statement: "My responses to this survey would be fairly consistent over time." Space was left for their answers and any further comments they might care to make (see Appendix Z). Most teachers indicated their responses would be fairly consistent over time--if all things remained the same. The teachers who indicated their responses would not be consistent over time attributed the possibility of changes to working in different circumstances and/ or with a different principal. There were many comments made on the importance of the principal's role as it influenced teachers' perceptions of their present positions. Other comments added further evidence of multiple perspectives on the issues discussed in this survey.

Summary

The statements teachers agreed with most often are the issues they indicated they have some influence over changing: #24 - involvement in students' development, #25 - sharing expertise with students; or that give them some influence #11 - responsibility, #12 - autonomy.

The statements teachers disagreed with most often are the same issues they felt they had little influence on changing. For example, #8 - opportunities for mobility; #17 - class size; #16 - preparation time; #19 - paperwork.

It is possible there is a connection between agreeing with a statement and the perception that one has some influence over the outcomes in that area. An alternative becomes valued when benefits outweigh costs as they are considered in terms of desires and purposes of individual life patterns (Dewey, 1972).

Results of Cross-tabulations

In this section, the data have been arranged to show: how females' responses differ from males'; how elementary teachers' responses differ from secondary teachers' responses; and how the number of years of teaching experience affect teachers' responses. There will be a brief discussion on the differences between

elementary and secondary female and elementary and secondary male teachers' responses.

Demographic items (female/ male; elementary/ secondary; total years of teaching experience) were cross-tabulated with each section of responses (agree etc., level of change; perceptions of influence) for each of the 26 issues addressed in the survey. Patterns of similarities or differences will be examined under the following subheadings: Agree Responses; Neutral Responses; Disagree Responses; Level of Change; and Extent of Influence.

Female/ Male

Because of the disproportionate numbers of females and males teaching at the elementary and secondary levels, the differences between female and male teachers' responses to the survey can be anticipated to reflect to some extent the differences between elementary teachers (most often female) and secondary teachers (most often male) (see Appendices T, U, V, W).

Agree responses.

In order to create a finer focus for examining differences between female/ male responses it was decided that a 10% or larger spread between the two responses would be considered meaningful.

The items showing a discrepancy of 10% or more

between the responses of females and males were #3 - interactions with administrators; #14 - student evaluation (males agreed more often); and #5 - interactions with support staff; #7 - professional development; #10 - role; #11 - responsibility; #13 - evaluation; #15 - supervisory duties; #19 - paperwork (females agreed more often) (Appendix E).

In general, females agreed more often with the statements than did males. The largest variance between female and male responses was 14% for #3 - interactions with administrators and #14 - student evaluation. For both of these, males agreed more often than females. Interactions with administrators may be perceived as positive more often by males because administrators are almost always males. Females, from their perspective may not feel as comfortable with administrators. Research has shown that females' and males' perceptions differ (due to differences in the process of socialization) (Gilligan, 1982; Miller, 1986). Males and females also have different expectations of their roles in the educational hierarchy (Apple, 1986; Carlson, 1986; Weiler, 1988).

The fact that more males agreed with the student evaluation statement may be due to the fact that more

males than females are secondary teachers, and secondary teachers are not having the same struggles with appropriate evaluations (including report cards) as are elementary teachers (who are most often females) (See Appendix D, #14 and Appendix Z).

Neutral responses.

There were differences of 10% or more between females' and males' neutral responses for items #3 - interaction with administrators (females), #19 - paperwork (males), #21 - focus on individual students (males) (Appendix E). Neutral responses varied between 0% and 33% of the total response to each item.

Females may feel neutral about their interactions with administrators if they are neither beneficial nor detrimental to their functioning as teachers. They may have mixed feelings that indicate a lack of understanding of male administrators' perspectives. The great differences in status and power between female teachers and male administrators--in society and in the educational hierarchy--may result in both groups lacking an understanding of each others' perceptions and functioning. Males' neutrality toward paperwork and focus on individual students may be a reflection of their being secondary teachers (Appendix V). (Most males in this sample were secondary teachers.) In

secondary schools, there may be less paperwork, and there is less emphasis on programming for individual students than in elementary schools.

Disagree responses.

Responses to the combined disagree/ disagree strongly category showed female and male responses to be less divergent than they were for the agree/ agree strongly category (Appendix F). The biggest difference between female and male responses was 10% in item #23 (extra-curricular activities). More males disagreed. According to the short answers to the second part of the survey asking teachers to suggest changes, some team coaches felt they had to spend too many hours on their extra-curricular activities with no compensating breaks in other areas (See Appendix D, #23).

This study shows there are some differences in females' and males' responses. In general, females and males agree and disagree with the same items. The differences between females' and males' responses are in the degree of agreement. The discrepancies between the agree responses are larger than the discrepancies between the disagree responses.

Level of change.

The selections of the level at which suggested

changes could be implemented generally showed great variations between females and males (Appendix G). The differences between females' and males' choice of the classroom as the most suitable level for implementing change varied from an equal percentage of the total responses for the item (#1 - interactions with students, #2 - interactions with colleagues), to a discrepancy of 29% (#24 - involvement in students' development). Twenty-nine percent more females than males felt change could be implemented in the classroom.

Discrepancies of 10% or more between females' and males' choice of the school as the best level to implement change were evident for items #1 - interactions with students, #2 - interactions with colleagues, #3 - interactions with administrators, #17 - class size, #19 - paperwork, #21 - focus on individual student, #22 - resource staff, #24 - students' development (where more males selected the school), and items #4 - interactions with parents, #8 - mobility, #11 - responsibility, #18 - administrative support, #23 - extracurricular activities (where more females chose the school level for change) (Appendix G).

The board level responses showed differences of 10% and more for several items: #3 -interactions with colleagues, #12 - autonomy, #18 - administrative

support, #19 - paperwork, #20 - curriculum flexibility, #22 - resource staff (more females than males chose the board level), and #11 - responsibility, #15 - supervisory duties, #23 - extra-curricular activities, #25 - sharing expertise with students (more males than females chose the board level) (Appendix G).

Female and male selection of the ministry as the most suitable level of change showed discrepancies of 10% and more for the following items: #6 - salary, holidays benefits, #16 - preparation time, #17 - class size (more females than males chose ministry), and #9 - challenge and variety, #12 - autonomy, #13 - teacher evaluation, #18 - administrative support, #19 - paperwork, #20 - curriculum flexibility (more males than females chose the ministry level for implementing change for these items) (Appendix G).

Society was the category selected least often. Differences of 10% or more were shown in items #1 - interactions with students (more females than males selected society), and #12 - autonomy (more males than females selected society) (Appendix G).

Choosing the classroom as the appropriate level for change may mean the change is small and easily implemented within that context, or it may mean the

change is expected to begin there with the individual teacher but the impact is expected eventually to extend beyond the classroom. There may be some connection with the idea that organizational change is evidenced by changes occurring at the level of the individual (Gray, 1988). Even when the decision for changes are made at the top levels of the organizational administration, implementation begins at the bottom levels (with teachers in classrooms).

Extent of influence.

The collapsed categories of a lot of influence/ some influence; and a little influence/ no influence showed some differences in female and male teachers' responses. Discrepancies of 10% and more were evident in items #4 - interactions with parents, #10 - teacher role, #21 - focus on individual students, #24 - students' development, #25 - sharing expertise with students, #26 - sharing expertise with colleagues, where more females than males chose a lot/ some influence, and #1 (interactions with students, #7 - professional development, #17 - class size, #18 - administrative support, #19 - paperwork where more males than females chose a lot/ some influence (Appendix H). For the little/ no influence category, the same items showed discrepancies of 10% and over, but the

genders were reversed. Items #4, #10, #21, #24, #25, #26 showed more males than females had chosen the little/ no influence category. Items # 1, #7, #17, #18, #19 had more females than males choosing little/ no influence as their response (Appendix I).

Females tended to feel they had some influence more often than males in many of the statements referring to interactive issues (interactions with parents, students' development, sharing expertise with students, focus on individual students, teacher role, sharing expertise with colleagues). Males tended to feel they had some influence more often than females on some interactive issues, such as interactions with students and administrative support, but they also felt they had some influence on professional development, class size, and paperwork.

Elementary/ Secondary

Elementary and secondary teachers' working lives have some obvious differences in terms of scheduling; preparation time; grade vs. subject specialization; and different kinds of supervisory duties (yard duty vs. exam proctoring). However, there are many similarities as well; responsibility; extra-curricular duties; the same types of interactions with the same groups of people (students, colleagues, parents, administrators).

Agree responses.

There were responses with differences of 10% or more between elementary and secondary teachers in the combined agree/ agree strongly category for items #4 - interactions with parents, #5 - interactions with support staff, #7 - professional development, #11 - responsibility (more elementary than secondary teachers agreed with these statements), and items #3 - interactions with administrators, #14 - student evaluation, #16 - preparation time, #17 - class size, #19 - paperwork, #21 - focus on individual student, #23 - extra-curricular activities, #26 - sharing expertise with colleagues (more secondary than elementary teachers agreed with these statements) (Appendix J).

Some of the discrepancies between elementary and secondary teachers' responses can be attributed to the differences between the way elementary and secondary schools are organized and operated. The age level and maturity of the students, the degree of subject specialization, the levels of hierarchy (e.g., secondary schools have department heads), the relative sizes of school populations, and the sizes and designs of the buildings themselves are generally different. These

details have an impact on the logistics of operations, and create a different environment for all those involved in education in the particular setting. The contextual details have implications for the perceptions of teachers who work in the differing environments of elementary and secondary schools.

There are wide gaps between elementary and secondary teachers' responses to the statements regarding preparation time (48% more secondary than elementary teachers agreed they were satisfied with the amount of preparation time they have) and class size (46% more secondary than elementary teachers agreed they were satisfied with the size of their classes).

Neutral responses.

The elementary teachers' neutral responses to #3 - interactions with administrators were 33% greater than those of secondary teachers, and secondary teachers' neutral responses to item #15 - supervisory duties were 28% larger than those of elementary teachers. (Appendix J).

Disagree responses.

In the combined disagree/ disagree strongly category there were fewer discrepancies of 10% and more than there were in the agree responses. Items #1 - interactions with students, #13 - teacher evaluation,

#15 - supervisory duties, #16 - preparation time, #17 - class size, #19 - paperwork, #21 - individual students, and #22 - resource staff all showed elementary teachers disagreeing more often with the statements than secondary teachers (Appendix K).

The agree/ neutral/ disagree responses for elementary/ secondary teachers had some close parallels with the responses from female/ male teachers. This reflects the predominating gender orientations of elementary/ secondary schools.

Level of change.

At the classroom level, differences of 10% or more between elementary and secondary teachers emerged for item #11 - responsibility (more elementary than secondary teachers chose the classroom), and items #6 - salary, holidays, benefits, #9 - challenge and variety, #10 - teacher role, #15 - supervisory duties, #19 - paperwork, #23 - extra-curricular activities, #24 - students' development, #26 - sharing expertise with colleagues (more secondary than elementary teachers chose the classroom level for implementing change) (Appendix L).

Elementary and secondary teachers' selections of the school as appropriate for implementing change had a

spread of 10% or more for the following items: #10 - teacher role, #12 - autonomy, #21 - focus on individual students (more elementary than secondary teachers chose the school level); and #1 - interactions with students, #3 - interactions with administrators, #4 - interactions with parents, #12 - autonomy, #11 - responsibility, #14 - student evaluation, #15 - supervisory duties, #16 - preparation time, #18 - administrative support, #19 - paperwork, #21 - focus on individual student, #22 - resource staff, #23 - extra-curricular, #24 - students' development, #26 - sharing expertise with colleagures (more secondary than elementary teachers chose the school level) (Appendix L).

Differences of at least 10% between elementary and secondary teachers' selection of the board as the appropriate level for implementing change occurred in items #1 - interactions with students, #3 - interactions with administrators, #14 - student evaluation, #15 - supervisory duties, #16 - preparation time, #18 - administrative support, #19 - paperwork, #20 - curriculum flexibility (more elementary than secondary teachers chose this level), and items #6 - salary, holidays, benefits, #11 - responsbility, #14 - student evaluation, #15 - supervisory duties, #16 - preparation

time, #18 - administrative support, #19 - paperwork, #21 - focus on individual student (more secondary than elementary teachers indicated that changes could be implemented at the board level) (Appendix L).

At the ministry level, there were discrepancies of 10% or more between elementary and secondary teachers for items: #6 - salary, holidays benefits, #9 - challenge and variety, #15 - supervisory duties, #16 - preparation time, #17 - class size, #18 - administrative support, #19 - paperwork, #20 curriculum flexibility (more elementary than secondary teachers chose the ministry) and #12 - autonomy, #20 - curriculum flexibility (more secondary than elementary teachers selected the ministry level) (Appendix L).

There were fewer responses choosing society as the best level for change. Differences of 10% or more between elementary and secondary teachers emerged for items #1 - interactions with students and #12 - autonomy where more elementary teachers selected the society category as the best level for change (Appendix L).

There seemed to be a tendency for males to choose the board, and for females to choose ministry level as the focus for most changes. The teachers in this study seemed to perceive the source and focus of change as

distant from them. There may be a lack of awareness or unwillingness to acknowledge the amount of power teachers have in influencing the outcomes of educational change (Apple, 1986; Carlson, 1986). As has been pointed out in the review of related literature, organizational change begins with changes in the behaviours of individual members (Gray, 1988).

Extent of influence.

The combined categories of a lot of influence/ some influence, and little influence/ no influence showed discrepancies of at least 10% between elementary and secondary teachers for items #1 - interactions with students, #12 - autonomy, #3 - interactions with administrators, #5 - interactions with support staff, #6 - salary, holidays, benefits, #7 - professional development, #8 - mobility, #9 - challenge and variety, #10 - teacher role, #13 - teacher evaluation, #15 - supervisory duties, #16 - preparation time, #18 - administrative support, #20 - curriculum flexibility, #22 - resource staff, #23 - extra-curricular activities, #24 - students' development, #14 - student evaluation where more secondary teachers indicated they had influence on change (Appendix M). This meant that for the same items elementary teachers felt they had little or no influence on change (Appendix N). For items #5 -

interactions with support staff and #24 - students' development, more elementary teachers indicated they felt they had some influence on change. For these same items, more secondary teachers felt they had little influence on change.

On the basis of this information, it appears that secondary teachers perceive they have more influence on more issues in educational change than elementary teachers do. Perhaps the cultures of secondary schools encourage teachers to participate more actively in the process of change. Or perhaps secondary teachers assume they have more influence and behave accordingly. It may be that more secondary school teachers have an internal locus of control, feeling they have power over their professional lives. If these teachers feel they have influence in the organization, they will be more involved in its processes resulting in a feeling of belonging (Gray, 1988), and a feeling of greater satisfaction with their careers. This is borne out in (Appendix M) where the chart shows secondary teachers' agree responses are almost always greater than those of elementary teachers. In general, the differences between elementary and secondary teachers indicate differences in the degree of agreement or disagreement.

The two groups differ in their perceptions of the most appropriate level for implementation of changes, and secondary teachers are fairly consistent in their perceptions that they have influence on educational change. This may lead to a question regarding whether there are basic personality differences among teachers who prefer to teach at the elementary or secondary level, or whether the policies and practices of the institutions influence the people who work there. Book and Freeman's (1986) work shows there are differences in the characteristics of entry-level elementary and secondary teachers in areas of "academic background, previous teaching experience, reasons for pursuing a career in teaching, self-confidence in teaching abilities, and perceived sources of professional knowledge" (p. 47).

Total Years of Teaching Experience

The number of years of teaching experience can influence teachers' professional lives in many ways including increased salary, increased expertise, and a deepening understanding of the profession itself.

Agree responses.

In the questionnaire there were six categories for total years of teaching experience (to June 1989). These were collapsed to form four categories when two of

the original selections did not have large enough numbers of teachers to create meaningful trends. The categories used for analysis were: Group I: 1 to 5 years; Group II: 6 to 15 years; Group III: 16 to 20 years; and Group IV over 20 years.

Appendix O shows the results of cross-tabulating teachers' responses to Items 1-26 with their total years of teaching experience. The item with the lowest percentage of agree responses was #8 - opportunity for mobility (30% of Group III agreed with this statement). There were five responses of 100% agreement with the items: #6 - salary, holidays, benefits (Group II), #11 - responsibility (Group I, II), #24 - students' development (Group II, III).

Responses to the 26 items ranged from 30% to 100% agreement with the statements. As a way of examining the results further 65% was taken as the mid-point between 30% and 100%. The number of responses from each group between 30% and 65% agreement were counted, and the number of responses from each group between 66% and 100% agreement were counted.

Approximately 31% of the responses occurred in the lower range (30% to 65%). Among these, Group I was represented most often (34% of the time); Group III and

Group IV were each 25% of the total responses in this group; and Group II was the least represented with 16% of the responses. Approximately 69% of the responses occurred in the higher range (66% to 100%). Group II was represented most often (31%), Group I (22%), Groups III and IV (24%).

Teachers in Group I showed a tendency to agree less often with the statements. Teachers in Group II tended to agree more often with the statements. Group III and IV were identical in both sections, with their responses falling between those of Groups I and II.

Group I teachers are at the beginning of their career cycle, and are mainly concerned with survival during the first few years (Huberman, 1988, 1989; Leithwood, 1989). They may still be finding themselves as teachers and may not have sufficient experience and/or confidence to feel as positive about themselves in the teacher role as are the teachers in Group II. In this study, Group II seemed to be the most positive in their responses to the statements. These people are in the middle stages of their careers. They have gained confidence, expertise, flexibility, and tend to be experimenters and activists (Huberman, 1989, 1989; Leithwood, 1989). Group III and IV's responses were balanced. They responded less positively than Group II,

but more positively than Group I. These people are in the late middle and final stages of their career cycles. They are probably progressing through stages similar to those described by Huberman (1989) as serenity and conservatism, and moving toward disengagement. According to Leithwood's (1989) developmental strands, teachers are probably developing consultative roles at these stages of their careers. They are confident and enthusiastic about sharing their expertise with others, but are less enthusiastic about embarking on discovery projects.

Neutral responses.

The percentages of neutral responses to the 26 statements ranged between 0% for #1 - interactions with students (Group I); #4 - interactions with parents (Group I); #5 - interactions with support staff (Group I); #6 - salary, holidays, benefits (Group II); #7 - professional development (Group I); #11 - responsibility (Group I, II); #12 - autonomy (Group II); #16 - preparation time (Group III), #24 - students' development (Group II, III, IV); #25 - sharing expertise with students (Group III, IV), and 50% for #14 - student evaluation (Group I); and #23 - extra curricular activities (Group I) (Appendix O).

Taking 25% as the mid-point between 0% and 50% the numbers of responses by each group was counted (between 0% and 25%; and between 26% and 50%. Approximately 87% of the responses fell in the first section (0% - 25%). Rates of neutral responses in this section were similar among the four groups: Group III - 27%; Group II - 26%; Group IV - 25%; Group I - 21%. Approximately 13% of the responses were in the second section (26% - 50%). There was greater range and variation than in the first section. In this section 54% of the neutral responses were from Group I; 23% from Group IV; 15% from Group II; and 7% were from Group III.

In summary, Group I showed the strongest inclination to indicate neutral responses, and Group III showed least inclination to select neutral responses. Group I's inclination to select the neutral category as a response can be attributed to several different rationales. For example, beginning teachers may not have had enough experience with some of the issues to have strongly felt opinions about them (opportunity for mobility). The importance of the issue (e.g., supervisory duties) may pale when compared to larger concerns (e.g., how to get through the day). More experienced teachers may remember the good old days of less paperwork, but beginning teachers have nothing to

compare the present situation with. Group III's inclination to not select the neutral category can be attributed to their stage in the career cycle (Huberman, 1989). Teachers with 16 to 20 years experience have had time and experiences that have helped them to develop opinions in all areas of their professional lives. Because they are still involved in their careers, their opinions are fairly strongly held. In the next stage, during the process of disengagement, there is a tendency to remove some of one's emotional investment in one's career.

Disagree responses.

The disagree responses varied from 0% to 60%. In ascending order they were: #1 - interactions with students (Group II); #2 - interactions with colleagues (Group III); #6 - salary, holidays, benefits (Group II); #9 - challenge and variety (Group I, III); #10 - teacher role (Group I, II); #11 - responsibility (Group I, II); #12 - autonomy (Group I); #13 - teacher evaluation (Group II); #20 - (Group III); #23 - extra-curricular activities (Group III); #24 - students' development (Group II, III, IV); #25 - sharing expertise with students (Group I, II); #26 - sharing expertise with colleagues (Group II, III); and #8 - opportunity for

mobility (Group III) (Appendix P).

Using 30% as the mid-point between 0% and 60%, the disagree responses were divided into two sections: 0% to 30%, and 31% to 60%. Approximately 87% of the disagree responses were in the first section (0% - 30%), and approximately 13% were in the second section (31% - 60%). There was a rather narrow range of distribution among the disagree responses in the first section (0% - 30%: Group II - 28%; Group I and IV - 24%; Group III - 23%. There was a greater spread in the second section (31% - 60%) of disagree responses: Group III and IV - 36%; Group I - 21%; Group II - 7%. Group III and IV showed virtually identical rates of responses in both sections. Group I's responses were similar in the two sections (24% and 21%), while Group II showed the greatest variation between the two sections (24% and 7%).

Group II chose the fewest disagree responses (approximately 17%), followed by Group I (approximately 23%) and Group III and IV each with approximately 30% of the disagree responses. Group II is working at a stage of the career development cycle where there are tendencies toward feelings of confidence and activism (Huberman, 1989; Leithwood, 1989). This group agreed most often with the statements in this survey. Group I,

perhaps, does not have enough experience or confidence, or has not been disillusioned enough to disagree with many of the statements. Groups III and IV chose disagree as their response to statements most often, possibly because they have had time and experiences enough to be more discerning and fault-finding. According to Huberman (1989), these teachers are willing to share their expertise and to act as consultants for other teachers.

Level of change.

The suggested levels for change are shown on the chart in Appendix Q. The percentages of responses to each level were: Group I: school - 45%, board - 35%, classroom - 15%, ministry - 4%, society - 1%; Group II: school - 38%, board - 32%, classroom - 19%, ministry - 8%, society - 3%; Group III: board - 47%, school - 23%, classroom - 13%, ministry - 10%, society - 6%; Group IV: classroom - 42%, board - 31%, classroom - 15%, society - 3%. Groups I, II, and IV selected School as the most appropriate level for changes addressed in this study. Teachers in Group III indicated the board as the most appropriate level for most changes.

For several items, the majority of selections in all the groups were at the same level, (#24 - students'

development, #25 - sharing expertise with students (school); item #2 - interactions with colleagues, #4 - interactions with parents, #5 - interactions with support staff, 18# - administrative support (school); #3 - interactions with administrators (school and board); #6 - salary, holidays, benefits, #7 - professional development, #8 - opportunity for mobility, #22 - resource staff, #26 - sharing expertise with colleagues (board); and #17 - class size (ministry).

Extent of influence.

The percentage of responses to the "some influence" category can be subtracted from 100% to show the response to the other category (little influence) (Appendix R and Appendix S). The responses varied from 0% (Group III felt they did not have influence on change in the area addressed in #16 - preparation time), to 100% (Group I felt they had a lot of influence on change in the areas addressed in #5 - interactions with support staff, #10 - teacher role, #11 - responsibility, #12 - autonomy, #21 - individual students, #24 - students' development; Group II felt they had a lot of influence on change in the area addressed in #26 - sharing expertise with colleagues; Group III felt they had a lot of influence on change in the area addressed in item #24 - students' development; Group IV did not

indicate they felt they had a lot of influence in any of the areas addressed in this study).

Group I perceived they had some influence in several areas. This may be attributed to naivete if the more experienced groups did not show a strong tendency to indicate they felt they had influence on change. Some of these areas may be seen as having the quality of giving one influence in the form of responsibility or autonomy (rather than the possibility of influencing) and may indicate a misunderstanding of the question. Group I's perception of influence may also be an indication of a new generation of more confident and assertive teachers who expect to have more influence than did teachers who began in previous decades. Group IV's perception of a lack of strong influence on educational issues may be a reflection of a generation of teachers who were socialized into a less active and less assertive role. Group IV may also have been disappointed in their efforts to work toward change in some shape or form during the span of their careers, and have come to the conclusion that they cannot make much of a difference anyway (Huberman, 1989).

Teachers' locus of control has implications for their perceptions of influence on change. Many

beginning teachers are not as likely to perceive themselves as activists (having an internal locus of control) because they are in the process of launching their careers (Huberman, 1989). The context of teaching can eliminate many options for beginning teachers simply because there are so many details to be attended to and little time to think and plan, or to question the way things are. In the first stages teachers are inclined to be conformist and have respect for authority (Leithwood, 1989). They want to be perceived as real teachers by their colleagues as quickly as possible. Trying too soon, or too obviously to initiate changes might be politically risky in the school culture.

Teachers in Group IV have established their credibility as professionals and are developing an advisory role (Leithwood, 1989). These teachers may be inclined to have an external locus of control in terms of educational change if they perceive the system to be rigid and unyielding to their attempts at change (Huberman, 1988).

Female/ Male and Elementary/ Secondary Responses

The majority of elementary teachers in this study were females (approximately 71%), and a similar majority of secondary teachers were males (approximately 65%). It was not part of the original intention of this study to

focus on gender issues, however, the relative proportions of females and males teaching in elementary and secondary schools led to the question: What are the implications gender in the responses of elementary and secondary teachers in this study?

In order to examine the extent of the influence of gender on the differences between elementary and secondary teachers' responses, a further analysis of the data compared the responses of female elementary and secondary teachers, and male elementary and secondary teachers to the agree/ neutral/ disagree, and the amount of influence sections of the survey (Appendices T, U, V, W, Z). The results are discussed briefly here. Details are clearly presented in the appendices mentioned above.

In general, the results showed that there were more often differences in the responses of female elementary and secondary teachers than in the responses of male elementary and secondary teachers. Secondary female and secondary male teachers agreed more often with the statements. Both female and male elementary teachers disagreed more often with the statements than did secondary teachers. The strongest indications of lack of satisfaction (less agree responses/ and more disagree responses) were among female elementary teachers. Of the

four groups of teachers (divided by gender and level), female elementary teachers indicated they felt they had little influence on educational change most often (in terms of the items in this survey). In other words, they are not as satisfied as the other groups, and they feel they have less influence on change than do the other groups.

According to the assignment of power and status and in the socialization process of North American society, and as these are reinforced in the educational hierarchy (Apple, 1986; Carlson, 1986), female elementary teachers (especially in the lower grades) perform in a most "feminine" role as nurturers of young children. Nurturing is womens' work. It is given low status in our socialization process and is not equated with power. Being a woman and being an elementary teacher means having low status and little power in the educational organization. "Teachers often complain that administrators 'treat us like children', and this at least partially reflects the way women get treated generally in the economy and culture" (Carlson, 1986, p.32). Womens' lack of status and power in nurturing roles exists as a societal reality and is confirmed in the responses of the teachers in this study.

Summary

The findings will be summarized as they respond to the research questions: What do teachers say they like about teaching?; What do teachers say they would like to change about teaching?; To what extent do teachers perceive they have influence on educational change?

Teachers' responses to the questionnaire indicated they are to a great extent satisfied with the educational issues addressed in the 26 statements. The things teachers say they like most about teaching are: being involved in students' development; sharing their expertise with students; and the amount of responsibility and autonomy in their present situation.

Three things teachers say they would most like to change about teaching are: the amount of paperwork they are required to do (reduce); class size (decrease); and preparation time (increase).

Teachers most often indicated that change should be implemented at the school level (37% of all responses). This was followed closely by the board level (35% of responses), and then less often, the classroom (16%), ministry (9%), and society (3%).

Teachers' perceptions of their influence on educational change were 55% for some influence and 45%

for little influence. Teachers indicated most often they felt they had influence on change in the areas of: student development; sharing expertise with colleagues; and sharing their expertise with students. Teachers indicated least often they had influence on change in the areas of: amount of paperwork they are required to do; the amount of preparation time available to them; and class size.

Theoretical Perspectives on the Findings

Theoretical perspectives can be helpful in interpreting the findings. Perceptual psychology was the framework for collecting the data, for considering the data, and for interpreting the findings. Teachers' perceptions affected their interpretation of the survey and their responses to the survey. The researchers' perceptions affected the interpretations of the teachers' responses.

The idea of perceptions is fundamental to this study. Teachers' perceptions of educational change have developed in response to each individuals' personal and professional life experiences (Combs, Richards & Richards, 1976). The findings in this study are considered to represent these teachers' individual perceptions of their situations. Patterns emerge when individuals share similar perceptions. Because

perceptions are personal, it must be kept in mind that teachers working in similar situations (e.g., the same school or grade) will each have unique perceptions of themselves as teachers, their profession, and the educational context in which they work (Combs, Richards, Richards, 1976).

In this study, where teachers selected their responses from among predetermined categories, they probably had to make adjustments in their perceptions to fit them into the choices available. Given the opportunity to create their own answers, teachers' responses may have varied widely from the answers provided. This became evident in the short answer section on teachers' suggestions for change. There was such a diversity of perspectives on each issue that collapsing the suggestions into categories was not often possible.

Dewey's Theory of Valuation acknowledges individual perceptions of the anticipated costs and potential gains associated with possible alternatives (Dewey, 1972). Teachers may use a valuing process to organize perceptions and to plan future actions in terms of emergent life patterns of desires and purposes at both personal and professional levels. Individual

perceptions affect the values that teachers attach to the various issues addressed in the questionnaire and valuation can be used as a way of analyzing teachers' responses to the survey. Educational issues have varying values to teachers. Interactions with students are highly valued; paperwork is not (relatively speaking). However, depending on personal perceptions or on specific contexts, paperwork can be highly valued, when personal or financial benefits are involved.

Developmental factors can improve understanding of teachers' perceptions according to the level or stage at which they are functioning. As was discussed in Chapter II, teachers' professional lives can be traced in terms of several developmental strands: career development, career cycles, professional expertise, psychological factors (Huberman, 1988, 1989; Leithwood, 1989). Teachers' responses to this survey may be explained using the number of years of teaching experience they have as a framework for analysis.

Educational change as organization change examines the ways teachers perceive change in relation to the system and how they react to change imposed by the organization. Some of the teachers' responses to the sections on levels of change section and the extent of influence on change can be interpreted using the

perspective of educational change as organizational change.

The role of teacher occupies a relatively low level in a many-tiered organization. The direction of education is officially determined by higher levels. Teachers' roles include representing and personifying the directives of the higher levels of the organizational hierarchy in the classroom. Whether it is intentional or not, teachers adapt and adjust administrators' directives according to their perceptions of the situations in their classrooms (Gray, 1988). Whatever its source and direction, change in the educational system begins at the level of the individual for it is the person who changes, not the organization (Gray, 1988).

The findings have uncovered in general and specific terms the things teachers like about teaching (the qualities of interactions with students); what they would like to change about teaching (the constraints on their time - paperwork, lack of preparation time); and to what extent they feel they have influence on change (they feel they have some influence 55% of the time).

Limitations of this Study

When the questionnaires were left behind in the schools, variations in interpretation of questions and procedures were inevitable. Instructions were given in both oral and printed formats (Introduction section of survey form), yet misunderstandings still occurred. From the way some teachers filled out the survey forms, it seemed they did not understand that if they answered the first section with an agree or agree strongly response, then they did not need to suggest a change or to indicate a level for change, or the extent of their influence on change. On a few occasions, teachers made suggestions for change even when they indicated agreement with the statements (i.e., they agreed they were satisfied with their present situation). Teachers also tended to repond less often to the short answer section than to the other areas of each question where response categories were provided. These did not cause major difficulties, but did indicate it might be better to negotiate more time at staff meetings so teachers could fill out the survey while the researcher is present to provide clarifications.

Limitations of this type of research include dependence on voluntary participation and the need to gather responses from a large enough sample of teachers

to produce valid results that reliably represent current teacher thinking. Reponses of volunteers may also differ from the responses that may have been given by those teachers who chose not to participate. Therefore, the results of this study may not provide true representation of all teachers in this population.

An unanticipated limitation was the difficulty of gaining access to teachers in their schools. There is only one formal gathering of the school staff per month. Time is at a premium and a researcher is simply one more item on an already overloaded agenda.

Principals' perceptions of the value of participating in research, or the amount of time it would take for teachers to fill out the surveys placed limitations on the researcher's access to the schools. Some principals were very interested in giving their teachers the opportunity to participate by filling out the questionnaire. Other principals felt their schools could not get involved because the teachers had already filled out several surveys during the school year.

A larger sample from both elementary and secondary schools may have produced more definitive results for some age groups that were not well-represented.

CHAPTER V

Summary, Conclusions, Implications

Overview

This chapter provides a summary of Chapters I to IV; presents conclusions and recommendations based on the study and its findings; and discusses the implications of this study for future research.

Summary of Study

This has been a descriptive study of teachers' perceptions of education and educational change. An exhaustive examination of the issues and concerns affecting teachers' satisfaction with their professional lives in their present contexts has not been attempted here. This study has in a sense provided a pilot study for further research in this area.

Chapter I "The Problem," introduced the main focus of the study, teachers' perspectives on education and educational change. Change was described as an ongoing and inevitable process occurring at individual and at organizational levels. Variations in perceptions among individuals was discussed as an important factor in this study. The research questions were: What do teachers say they like about teaching?; What do teachers say they would like to change about teaching?; and, To what

extent do teachers perceive they have influence on educational change?

The theoretical framework for this study was introduced: Perceptual Psychology; Dewey's (1972) Theory of Valuation; Developmental Factors; and Educational Change as Organizational Change. The importance of the study was stated in terms of its contribution to present knowledge of teacher thinking about education and educational change.

Chapter II "Review of Related Literature," was divided into three main headings: Teachers and their Careers, Educational Change as Organizational Change, and Teachers and Change.

Chapter III "Methodology," described pilot studies, each part of the questionnaire, and the procedures used in carrying out and analyzing this study.

Chapter IV "Findings," presented the findings in the form of charts, tables, figures, and written descriptions. The results of frequency counts of teachers' responses in each section of the survey were presented and then discussed in general terms. The results of cross-tabulations comparing the responses of female and male teachers, elementary and secondary teachers, and teachers grouped by years of teaching

experience were presented and discussed. There was a brief discussion of the implications of gender for the responses of elementary and secondary teachers.

The Teachers' Point of View

This study approached the issue of educational change from the teachers' point of view. Rather than discussing educational change from an external perspective, this study asked teachers for their responses, perceptions and suggestions. In a further extension of their ideas, they were asked to indicate the extent to which they believed they could influence the implementation of their suggestions. This study focused on what the teachers themselves felt about their teaching contexts. The significance of adding up the frequencies of individual responses was the production of observable patterns. The patterns created a strong message from the teachers regarding what they consider to be good about teaching for this board, in this school, at this time; what they would like to change; and to what extent they feel they have influence on change.

Conclusions and Recommendations

To a great extent, education is based on the personal interactions between teachers and students.

As was stated in the opening quotation, the teaching process is most profoundly affected by "the teacher's emotional life" (Greenberg, 1969, p. 20). Greenberg points out that "educational techniques, technology, equipment or buildings" (1969, p. 20) do not have as great an effect on students' learning as do "the human emotional qualities of the teacher's life" (p.20).

The Things Teachers Like Best About Teaching

The findings in this study can be considered evidence of the emotional lives of teachers in the contexts of their present situations. Teachers who participated in this study indicated they were most often satisfied with the aspects of their profession that involved sharing expertise with students, being involved in students' development, and having suitable levels of responsibility and autonomy. Teachers enjoy and gain emotional satisfaction from teaching and their interactions with students. Knowing the kinds of contextual situations and interactions teachers find enriching to their emotional lives can be used help to create a better climate for living and learning in schools.

The Things Teachers Would Most Like to Change

According to this study, teachers' dissatisfaction involved nonteaching factors that could be interpreted

as having a negative effect on their emotional lives. The statements teachers most often indicated they were not satisfied with referred to paperwork, class size, and preparation time. The potential benefits of new curricula and better computer systems cannot be maximized by teachers whose time and energy must be allocated to so many activities besides teaching.

Teachers' Lack of Voice and Power in the Organization

Other research has produced results similar to the findings in this study. Teachers' enjoyment of teaching, their dissatisfaction with ever-increasing nonteaching duties, and their lack of influence on organizational policies and programs could almost be considered common knowledge. There is a certain stability associated with these issues. Changes in these areas have been minimal when compared to changes in curricula or technology. In spite of the consistency of results in studies done by different researchers taking different approaches, the implications seem to have been just as consistently ignored by policymakers. Instead of trying to improve the basic interaction between teacher and student by making changes in the conditions teachers feel are constricting their professional functioning, the people

who are in positions of power choose to focus on new curricula, technological innovations, and different designs for school buildings in their attempts to improve education for students. In spite of well-intentioned efforts at improvment, problems continue. Students, parents and society in general are voicing their dissatisfaction with what is being offered. The demands and pressures on teachers continue to increase. Perhaps it is time teachers' expressions of their concerns received the serious attention they deserve.

Teachers are thoughtful, articulate, responsible, and have expertise in many areas. Although they are experts on teaching and classroom interactions, they are not often asked to voice their thoughts, feelings, or reactions regarding what they do as teachers and what works (or does not work) for them. Many teachers are interested in thinking about and discussing these issues and in offering suggestions for improvement (based on their perceptions of meaningful and effective solutions), but their serious and thoughtful commentary is not often encouraged.

Teachers' lack of voice in the organization is a crucial issue. If their thoughts and feelings are not valued or even acknowledged, the message for teachers may be that their expertise, experience and insight are

of little value to the functioning of the organization. That should not be true, however, in the short answer section asking teachers to make suggestions for change (Appendix D), responses from teachers to item #3 (interactions with administrators) included these thoughts: "our opinions should be more important;" "they [administrators] are not open to teacher comment often;" "administrators do not have time to work with staff."

The Effects of School Leadership and School Climate

Teachers work in schools. School leadership and school climate affect the context of teachers' work, and can be considered as important dynamics in teachers' perceptions of the profession. When asked whether they felt their responses to the questionnaire would remain fairly consistent over time (Appendix Z) the teachers involved in this study often indicated the consistency of their responses would depend on the school leadership. "Yes, I feel they would be consistent but could be affected by change in administration...The principal has the greatest role. This has been positive in our school for some time." "Different staff, particularly the principal could change my positive views. Not all principals are helpful, supportive and a pleasure to work for." "Much success in teaching

depends on the school environment [climate] created by the principal and staff. This in turn affects your relationship with colleagues, administration and parents. It also affects how you deal with the students" (Appendix Z). Blase (1987b) says that "[S]chool effectiveness research...has linked 'strong leadership' to school performance" (p. 193). The implication is that strong leadership produces better results among those who attend the school. Better student outcomes reflect the efforts and good feelings of both staff and students. Ineffective school leadership can create a negative school climate which is stressful and in turn will probably affect the quality of personal and professional interactions (Blase, 1987b). In his study, teachers' perceptions of their own reactions to ineffective school leadership included feelings such as anger, frustration, alienation, and insecurity. The ultimate effect was the loss of self-esteem for teachers (Blase, 1987b).

Teachers have indicated they enjoy teaching. As Farber (1984) has said: "...[T]eaching itself is not stressful, it's everything that gets in the way of teaching" (p. 329).

Working Together for Possible Solutions

If the results of this study show the things

getting in the way of these teachers teaching are too much paperwork, too little preparation time, and class sizes that are too large, then these are the issues needing the immediate attention of administrators and policymakers. When some of the constraints have been eased, and when teachers are feeling more satisfied about their careers, then they will be more inclined to react positively to other kinds of changes (Purkey, 1970). As was mentioned earlier, the long-term effects on students of working with teachers who are unhappy and burned out have not been studied. Farber (1984) expects the results will be evident in the schools within the next ten years.

Teachers most often (37% of the time) chose the school as the appropriate level for implementing educational changes they had suggested. They are confirming the work of several researchers discussed in Chapter II (Blase, 1987b; Hargreaves, 1989a, 1989b; Leithwood, 1988a, 1988b, 1989), who emphasized the importance of the role of principal and effective school leadership to the healthy functioning of the school and its inhabitants.

Teachers and principals working together may be able to make meaningful changes that ease the cumulative

effects of large classes, too much paperwork, and too little preparation time. Collaborative efforts should be made to adjust or redistribute available people and resources in ways that minimize costs and maximize benefits. The initial cost of time and effort to organize and set up better systems is usually outweighed by the improvements in efficiency, and by the feelings of personal satisfaction for all those involved.

One way of alleviating some of the pressures created by large classes is recruiting retired teachers to act as volunteer assistants for classroom teachers (Kompf, 1989). Teacher-parents who are in hiatus and other members of the community are also often interested in working as volunteers in cooperation with teachers. It would take time and effort to set up an organized volunteer system for a classroom or school. But the benefits would reach farther than the classroom in terms of community relations. Student teachers could be encouraged to gain experience by volunteering their help in classrooms and working in team-teaching arrangements.

Paperwork could be streamlined by: redesigning communications systems with the intention of avoiding needless repetition of similar information; working on a better retrieval system so previously recorded information would not have to be recreated; reanalyzing

the use of secretarial staff and making them more available for teachers' use. The initial time and effort required to sort through existing systems and for trial runs of new methods cannot be denied. The results may prove to be worth it. Even the process of examination of problems and planning for improvements might help to alleviate stress, and probably help teachers to understand the existing communication system, and the their role in its functioning.

Creating preparation time by juggling the schedules of staff members so they can cover each others' classes may seem cost-efficient to the budget conscious. But the cost in stress to teachers may be more than the extra 20 minutes of preparation time are worth. In Appendix D, the issue of equity between the amount of preparation time elementary and secondary teachers have was mentioned several times. It may be interesting to study secondary teachers' schedules and scheduling systems to find out how they can be applied to elementary schools. People from the community are often hired to perform nonteaching activities such as bus duty, yard duty and lunchroom supervision. Educational assistants could be hired to take over classes for short periods of time under appropriate conditions.

If teachers and principals can work together to see that class size, paperwork and lack of preparation time are not at extreme levels for any one teacher or group of teachers, then some stress can be avoided. Teachers are not expecting these problems to be eliminated "We could always use more [preparation time], but have to be realistic over prescribed limit" (Appendix Z).

Costs and Benefits

The cost of teachers' stress and dissatisfaction to educational outcomes has not been acknowledged to any great extent. Changes in education are directed toward curricular innovations and new technology. These changes are intended to improve student outcomes. Perhaps they do to some extent: it is always claimed they do. The emphasis seems to be on what is to be taught, how it is to be taught, how knowledge is to be tested and to what level of mastery. The humanity of the individuals involved is seldom addressed. Yet teachers must work within the contexts of the personal perceptions and existing conditions of their own and their students' emotional lives. Planning for the cost of change seldom includes the emotional price to be paid (by teachers and students) for negligible improvements in educational outcomes.

The benefits of acknowledging and nurturing the humanity and emotional lives of the participants in education could include improved outcomes for all involved. When people feel better about what they do, they feel better about themselves, and they feel better toward other people. Teachers who work in a school climate where they feel valued and comfortable, with principals who value their input and act on it are probably going to be able to do their jobs better, and students will benefit. Teachers who are happy in their profession will be more involved in their jobs, in the school, and with their students (Blase, 1987b, Sarros & Sarros, 1987). The probable results are better educational outcomes as perceived by students, teachers, parents and administrators.

Beginning with What Teachers Like

The focus of this study was on the positive. The first question was: What do teachers like about teaching? Instead of asking what is wrong, asking what is good first changes the perspective from complaining to constructive criticism. Teachers responded by being positive about most aspects of the educational issues with which they were presented. According to the results of this survey, there is no need for revolutionary upheavals or dramatic changes. Teachers

would like to have more time and energy available to do the job they have been hired to do: teach.

The significance of the study will be determined by the verification of its applicability in the schools where the research was carried out. Those teachers will be able to determine whether the results bear out their experiences and perceptions of their experiences. The results do provide some clear information regarding what teachers are most satisfied and least dissatisfied with. This information can be helpful to teachers by confirming their own feelings or by encouraging them to reflect on their careers and present situations. Administrators can examine these results and use them in planning for the school's programs and activities. For example, teachers could be asked more often for their input regarding curriculum. Since they are working with the children to cover required material, their comments and suggestions regarding various aspects of curriculum delivery should be of vital concern to those who plan programs and policies. Opportunities for meaningful participation and contribution (rather than mute and politically motivated endorsement of "fait accomplis" policies and programs) should be among the givens of the profession. Teachers' expertise in

subject matter and familiarity with classroom activities are sufficient evidence of credibility. They should not have to struggle for voice and power in educational organizations at any level.

The information from this study provides insight into teachers' thinking about education and educational change. The findings have shown a hierarchy of items of satisfaction and dissatisfaction (See Figures and Appendices) that can inform and enlighten parents, students, teachers, trustees, and administrators at all levels. Insights into the perceptions of others can help to open communications and improve the quality of interactions. Better understanding among groups such as teachers and parents can improve relations between teachers and students, parents and students, and can improve the relations between the school and the community in general.

Dissemination

The results of this research will be presented to the schools whose teachers participated in the study. A report of the study will be sent to the school board, and to the trustees. The Ontario Educational Research Council (OERC) supported this research and will receive a copy of the results.

Implications for Future Research

Future research could use a similar survey to gather the perceptions of administrators to the same issues in education and educational change. (Some principals and vice-principals indicated their interest in filling out the questionnaire used in this research.) The information gathered from a study of administrators would provide insights into their perceptions. When combined with the insights from the present study, there should be enough material to design a program of change that meets the needs of everyone involved. Dialogue would be opened by the sharing of each others' insights, perhaps resulting in team work among levels of administration and teachers.

Another interesting possibility for research would be to ask students (across all grade levels) what they like about school and what they would like to change; and then to compare the answers of each group: teachers; administrators; and students.

Any of the issues addressed in the 26 statements would provide a research study in terms of gathering details about why there is (or is not) satisfaction with any particular item.

The research results could be interpreted using other theoretical perspectives, such as leadership theory: "How do perceptions of the quality of school leadership affect teachers' satisfaction with their jobs?"

Are there any schools where some of these suggested changes (less paperwork; smaller class sizes; more preparation time) have been enacted? What have been the effects of these changes? Have the results included improved morale or more successful outcomes for students and teachers?

Summary

Incomplete and inconvenient as they may seem at times, human interactions are the basis of human functioning. The feelings and perceptions of the participants in the interactions have a great deal of influence on their views of self, their views of the world, and their views of self in the world. If and when the microcosm of individuals' feelings and perceptions can be acknowledged as important considerations in the effective functioning of the macrocosm of the world (as evidenced by society and its organizations), then teachers' and students' feelings and perceptions will be accepted as real and integral

components of their experiences in schools. Whether they are acknowledged or not, feelings and perceptions have a notable impact on the outcomes of educational experiences for both students and teachers.

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Appendix A

Teachers' Survey

Brock University

Tiiu Raun

TEACHERS' SURVEY

Dear Teacher:

As part of the Master of Education program at Brock University I am working on a research study that focuses on teacher thinking. I intend to gather responses from the teachers at several elementary and secondary schools, and I am inviting you to participate in this project by taking about 20 minutes to complete this questionnaire. Your school will receive a report of the results in the spring.

The survey asks you to examine your perceptions of what you like about teaching in your present situation, and to suggest changes in areas where you think they are needed.

All responses are anonymous. Should you choose to participate in this study, seal your completed questionnaire in the envelope provided and put it in the large brown envelope I will leave in the school office.

If you are interested in participating in an anonymous telephone interview to discuss any of the issues raised in this survey, please fill in the section below. In order to ensure your anonymity, you may phone me (934-2914), or you may prefer to provide your phone number and a date/time when I may call you (and perhaps a code name?).

The results of this study will be of interest to both teachers and administrators, and all contributions are most appreciated.

Thank you for your help.

Sincerely,

Tiiu Raun

Tiiu Raun (Mrs.)

I am interested in participating in a telephone interview. You may phone me at the following time:

_____

(day) (month) (date-number) (time - am/pm)

My phone number is _____

My code name is _____

1

PART 1: Background Information

Please check the appropriate responses

1. Grade level taught

___ JK - 3
___ 4 - 6
___ 7 - 8
___ 9 - 10
___ 11 - 13

2. Gender

___ Female
___ Male

3. Age Range

___ 20 - 25
___ 26 - 35
___ 36 - 45
___ 46 - 55
___ 55 +

4. Total years of teaching experience (to June 1989)

___ 1 year
___ 2 to 5 years
___ 6 to 10 years
___ 11 to 15 years
___ 16 to 20 years
___ 20 + years

5. Number of years at present school (to June 1989)

___ 1 year
___ 2 to 5 years
___ 6 to 10 years
___ 11 to 15 years
___ 16 to 20 years
___ 20 + years

6. Highest level of education (to June 1989)

___ Teachers' College
___ Some University courses
___ Bachelor's Degree
___ Bachelor of Education
___ Master's Degree
___ PhD EdD

PART 2

Using the scale below indicate how you feel about each item.	If applicable, indicate one significant change that could be made.	Indicate one level at which this change could be implemented.	Indicate to what extent you feel you have influence on change in this area.
1 strongly agree 2 agree 3 neutral 4 disagree 5 strongly disagree	_____ _____ _____	1 classroom 2 school 3 board 4 ministry 5 society	1 I have a lot of influence 2 I have some influence 3 I have a little influence 4 I have no influence

SAMPLE:

I am satisfied with students' behaviour.

① ② ③ ④ ⑤ ① ② ③ ④ ⑤ ① ② ③ ④

---

1. I am satisfied with the quality of my interactions with students.

① ② ③ ④ ⑤ _____ ① ② ③ ④ ⑤ ① ② ③ ④

2. I am satisfied with the quality of my interactions with colleagues.

① ② ③ ④ ⑤ _____ ① ② ③ ④ ⑤ ① ② ③ ④

3. I am satisfied with the quality of my interactions with administrators.

① ② ③ ④ ⑤ _____ ① ② ③ ④ ⑤ ① ② ③ ④

4. I am satisfied with the quality of my interactions with parents.

① ② ③ ④ ⑤ _____ ① ② ③ ④ ⑤ ① ② ③ ④

5. I am satisfied with the quality of my interactions with support staff (secretaries, etc.)

① ② ③ ④ ⑤ _____ ① ② ③ ④ ⑤ ① ② ③ ④

Using the scale below how you feel about each item.	If applicable, indicate one significant change that could be made.	Indicate one level at which this change could be implemented.	Indicate to what extent indicate you feel you have influence on change in this area.
1 strongly agree 2 agree 3 neutral 4 disagree 5 strongly disagree	_____ _____ _____	1 classroom 2 school 3 board 4 ministry 5 society	1 I have a lot of influence 2 I have some influence 3 I have a little influence 4 I have no influence

6. I am satisfied with my salary, holidays, benefits.

① ② ③ ④ ⑤ _____ ① ② ③ ④ ⑤ ① ② ③ ④

7. I am satisfied with the opportunities available for professional development.

① ② ③ ④ ⑤ _____ ① ② ③ ④ ⑤ ① ② ③ ④

8. I am satisfied with the opportunities available for mobility (grade, position, school, board).

① ② ③ ④ ⑤ _____ ① ② ③ ④ ⑤ ① ② ③ ④

9. My present position offers challenge and variety.

① ② ③ ④ ⑤ _____ ① ② ③ ④ ⑤ ① ② ③ ④

10. I enjoy my role as teacher in my present situation.

① ② ③ ④ ⑤ _____ ① ② ③ ④ ⑤ ① ② ③ ④

11. I am satisfied with the amount of responsibility I have in my present position.

① ② ③ ④ ⑤ _____ ① ② ③ ④ ⑤ ① ② ③ ④

Using the scale below indicate how you feel about each item.	If applicable, indicate one significant change that could be made.	Indicate one level at which this change could be implemented.	Indicate to what extent you feel you have influence on change in this area.
1 strongly agree 2 agree 3 neutral 4 disagree 5 strongly disagree		1 classroom 2 school 3 board 4 ministry 5 society	1 I have a lot of influence 2 I have some influence 3 I have a little influence 4 I have no influence

12. I am satisfied with the amount of autonomy I have.

① ② ③ ④ ⑤ ① ② ③ ④ ⑤ ① ② ③ ④

13. I am satisfied with my most recent experience of being evaluated.

① ② ③ ④ ⑤ ① ② ③ ④ ⑤ ① ② ③ ④

14. I am satisfied with the prescribed methods of evaluating students' work.

① ② ③ ④ ⑤ ① ② ③ ④ ⑤ ① ② ③ ④

15. I am satisfied with my supervisory duties (recess, lunch, etc.)

① ② ③ ④ ⑤ ① ② ③ ④ ⑤ ① ② ③ ④

16. I am satisfied with the amount of preparation time made available to me.

① ② ③ ④ ⑤ ① ② ③ ④ ⑤ ① ② ③ ④

17. I am satisfied with the size of the class(es) I teach.

① ② ③ ④ ⑤ ① ② ③ ④ ⑤ ① ② ③ ④

18. I am satisfied with the amount of administrative support I can count on.

① ② ③ ④ ⑤ ① ② ③ ④ ⑤ ① ② ③ ④

19. I am satisfied with the amount of paperwork I am required to do.

① ② ③ ④ ⑤ ① ② ③ ④ ⑤ ① ② ③ ④

Using the scale below indicate how you feel about each item.	If applicable, indicate one significant change that could be made.	Indicate one level at which this change could be implemented.	Indicate to what extent you feel you have influence on change in this area.
1 strongly agree 2 agree 3 neutral 4 disagree 5 strongly disagree	_____ _____ _____	1 classroom 2 school 3 board 4 ministry 5 society	1 I have a lot of influence 2 I have some influence 3 I have a little influence 4 I have no influence

---

20.I am satisfied with the amount of flexibility I have in interpreting the curriculum.	_____ _____ _____		
① ② ③ ④ ⑤		① ② ③ ④ ⑤	① ② ③ ④
21. I am satisfied with the way focus on individual students is handled.	_____ _____		
① ② ③ ④ ⑤	_____	① ② ③ ④ ⑤	① ② ③ ④
22.I am satisfied with the availability of resource staff.	_____ _____		
① ② ③ ④ ⑤	_____	① ② ③ ④ ⑤	① ② ③ ④
23.I am satisfied with the level of my involvement in extra-curricular activities (coaching, etc.).	_____ _____ _____		
① ② ③ ④ ⑤		① ② ③ ④ ⑤	① ② ③ ④
24.I derive satisfaction from my involvement in students' development.	_____ _____		
① ② ③ ④ ⑤	_____	① ② ③ ④ ⑤	① ② ③ ④
25.I derive satisfaction from sharing my knowledge and expertise with students.	_____ _____		
① ② ③ ④ ⑤	_____	① ② ③ ④ ⑤	① ② ③ ④
26.I derive satisfaction from sharing my knowledge and expertise with colleagues.	_____ _____		
① ② ③ ④ ⑤	_____	① ② ③ ④ ⑤	① ② ③ ④

PART 3

In order to ascertain the reliability of this survey please comment on the following statement. Do you agree/disagree? Please explain.

My responses to this survey would be fairly consistent over time.

Appendix B

TEACHERS' OPINIONS QUESTIONNAIRE

Dear Teacher,

The purpose of this questionnaire is to gather information for my thesis: "Teachers Talk Back." Your answers will provide important and meaningful data. If you are interested in knowing the results of this survey, please fill in your name and address at the bottom of this sheet. Thank you for your help.

Sincerely,

Tiiu Raun

BACKGROUND INFORMATION

Age Range: 25-35_____. 35-45_____, 45+_____. Gender: _____.

What grade(s) are you presently teaching? _____

How long have you been teaching? _____ In what grade(s)? _____

What is your educational background? _____

* * *

YOUR OPINIONS

Please respond to the questions below in the spaces provided (attach extra sheet if needed).

1. What do you like about teaching (as a career)? _____

2. What would you like to change about teaching (as a career)? _____

3. What do you like about teaching (in your situation)? _____

4. What would you like to change about teaching (in your situation)? _____

* * *

Do you have any comments about the survey? _____

Fill in your name and mailing address below if you would like to be informed of the results of this survey.

Name: _____ Address: _____

Appendix C

STUDENT TEACHERS' OPINIONS QUESTIONNAIRE

Dear Student Teacher,

The purpose of this questionnaire is to gather information for my thesis: "Teachers Talk Back." Your answers will provide important and meaningful data. If you are interested in knowing the results of this survey, please fill in your name and address at the bottom of this sheet. Thank you for your help.

Sincerely,

Tiiu Raun

BACKGROUND INFORMATION

1. Age Range: under 25 _____, 25-29 _____, 30-34 _____, 35+ _____.

2. Previous work experience:

   a) In teaching (approximate number of years): _____

      What were the ages of your students? _____

   b) In areas other than teaching (specify): _____

      For how many years? _____

3. Educational Background: _____

4. Area(s) of Concentration: _____

5. In what grade(s) have you been practice teaching? _____

6. At what grade level(s) would you like to teach? _____

7. What subject(s) would you like to specialize in? _____

YOUR OPINIONS

In the following questions you are being asked to express <u>your opinion</u> based on your accumulation of knowledge and experience. Please respond in the spaces below (attach extra sheet if needed).

1. What do you think you will like about teaching (as a career)? _____

2. What do you think you would like to change about teaching (as a career)?

* * *

Do you have any comments about the survey? _____

Fill in your name and mailing address below if you would like to be informed of the results of this survey.

Name: _____ Address: _____

Appendix D

Suggestions for Change for Items 1 - 26

Elementary and Secondary

Note: Where there were similar responses in a group, repeated responses are indicated with a * for each time the respones was repeated in that group.

1. I am satisfied with the quality of my interactions with students.

Elementary (11 responses)

- students [should be] more courteous to others * *
- return of the work ethic
- smaller classes * * *
- more small group and individual instruction
- discipline * *

Secondary (7 responses)

- better communication skills *
- modular instruction rather than subject
- I have not been able to interact positively with a few students
- worry less about content
- reduce demands on my time so I could increase time with students
- more out of school conferencing other than sports...

2. I am satisfied with the quality of my interactions with colleagues.

Elementary (8 responses)

- more depth in commitment to change
- teach in area of preference
- principal should stop showing favouritism to individual staff members
- one or two staff members are selfish & less amiable
- I would like to see more teamwork * *
- not enough time

Secondary (6 responses)

- more sharing of information *
- smaller schools
- longer lunch
- curriculum sharing
- better staff room

3. I am satisfied with the quality of my interactions with administrators.

Elementary (8 responses)

- administrators should be more visible in schools and take a more active part * *
- meeting or luncheon to meet
- I only have interaction with principal
- our opinions should be more important *

Secondary (6 responses)

- especially true with discipline problems
- exchange of information
- availability has to increase
- worried too much about discipline
- administrators do not have time to work with staff
- teachers evaluate administrators

4. I am satisfied with the quality of my interaction with parents.

Elementary (7 responses)

- need for more parental support *
- more support required by some parents. They should visit classrooms during school hours to realize what teachers have to put up with
- the high degree of dysfunction (emotional, social, mental) in some of my families is frustrating
- more time to contact them and follow up
- parents of bussed students ignore school
- fewer students more time for talks

Secondary (11 responses)

- my students' parents do not attend parents' night
- more openness
- more interest and contact necessary * * *
- distance a problem
- I need to emphasize my concerns in a discreet manner
- more support
- I should phone more - parents seldom contact me *

5. I am satisfied with the quality of my interactions with support staff (secretaries, etc.)

Elementary (3 responses)

- need more time with them * *

Secondary (3 responses)

- depends on school - present situation excellent
- make caretaking staff directly responsible to principal
- spend more time in school

6. I am satisfied with my salary, holidays, benefits.

Elementary (13 responses)

- I am always looking for an increased salary
- Square the grid
- re-open pension plan negotiations
- cost of living
- flexible holidays (year-round schedule)
- right now, pension issue with Ontario government is problem. Teachers need to be able to negotiate their own pensions instead of government * *
- we are not paid for our teaching ability only for paper qualifications - a base pay plus credit for degrees above, or merit pay
- would like dental plan to cover my son's braces
- shorten summer holidays. extend March Break to 2 weeks
- I am not satisfied with society's perception of teachers' pay
- pay by education is wrong. Higher levels are paid longer for experience. Increases 4% of 40,000 is a higher raise than 4% of 20,000. Some teachers in level 1 are much better teachers and deserve to be paid what they are worth

Secondary (8 responses)

- more flexibility in benefits required
- change the school year into 3-4 terms and go year round
- personal days/ year
- wish we had more flexibility
- benefits could be better
- increase salary - have lost salary for 7 years (inflation)
- teachers need more control of pensions *

7. I am satisfied with the opportunities available for professional development.

Elementary (10 responses)

- more time should be allotted for attending conferences
- more time with own staff/school

- I'm a little isolated so I don't always know what's going on "out there"
- no time
- would like more PD time in school, so grade level teachers could plan together or have special workshops brought in , rather than attend workshops and speeches with "strangers' who one doesn't work with anyway, and where groups are so large there is almost no chance for discussion
- more board offered Professional Development
- more opportunity for appropriate follow-up to conferences, etc.
- more primary workshops
- fund runs out by spring term for supply teachers
- new teachers should have observation days

Secondary (9 responses)

- adult workshops
- more funds for conferences
- structured program needed
- PD days are a farce
- more PD funds should be provided
- more time for idea exchange
- more teacher to teacher (cross board) contacts needed
- the classroom routine makes this difficult
- in-service training

8. I am satisfied with the opportunities available for mobility (grade, position, school, board).

Elementary (14 responses)

- boards not necessarily prepared to hire classroom teachers with a great deal of experience *
- some tell you where to go
- to change board and not lose seniority *
- for some, there are few chances to move because people aren't changing so little is available *
- more meaningful counselling from administration
- administration should encourage more staff mobility
- it is difficult at present - perhaps staff should be requested to move every 5 years
- teachers should be encouraged to change schools and grade levels
- more consistent staffing policies
- encourage people who have been in 1 school over 7 years to move
- some principals "sell" their positions to those who will do it "their way"

Secondary (9 responses)

- more opportunity
- little chance for change without jeopardizing what I want to teach
- to be locked into one school - five years and have to move
- board should enforce more consistent interviewing
- feel school I am at may be drawback to promotion
- the openings are not available and when they are there is a lot of competition
- need opportunity for advancement in curricular position by subject area
- would like to see more board exchange flexibility *

9. My present position offers challenge and variety.

Elementary (1 response)

- I would like to implement more of the ideas in the Ministry document "Partners in Action"

Secondary (4 responses)

- it's up and down like a toilet seat
- definitely
- move to school with OAC's
- a change of school would be appropriate

10. I enjoy my role as teacher in my present situation.

Elementary (5 responses)

- too much administration time required
- smaller classes
- there could be stronger support for teachers re: discipline
- more support and positive influence necessary from local administration
- should be kept more informed re: disgruntled parents

Secondary (3 responses)

- It's up and down like a toilet seat
- I would like variety
- move for change

11. I am satisfied with the amount of responsibility I have in my present position.

Elementary (4 responses)

- principal inteferes without understanding the age of the children
- too much responsibility in too many areas
- would like more time to plan lessons with teachers - to do more resource-based learning, instead of only providing preparation time
- parents interfere

Secondary (3 responses)

- county vision needed
- positions of responsibility should be under review and not necessarily for life
- board (administrators) do not listen

12. I am satisfied with the amount of autonomy I have.

Elementary (3 responses)

- more choices in curriculum
- delegation of responsibility that is "real"
- presently, yes

Secondary (2 responses)

- should be more team teaching
- with present principal

13. I am satisfied with my most recent experience of being evaluated.

Elementary (5 responses)

- should be notified in advance when you're being evaluated
- my evaluation was very good but I wasn't satisfied
- I feel that the huge class size and many problem students do not allow me to show full potential
- not often enough 3x/yr
- I feel that 1 - 40 minute time to observe teacher is too short to see program

Secondary (5 responses)

- better guidelines for untraditional classes
- increase realism, depth
- external evaluation
- not evaluated for 10 years

- Administrators should not evaluate in areas in which they have no expertise

14. I am satisfied with the prescribed methods of evaluating students' work.

Elementary (13 responses)

- more variety of methods should be implemented
- we have no real prescribed methods at my level (JK - 3), we choose most appropriate
- need time to observe children without interruptions
- too paper and pencil oriented
- no report cards in JK-3
- report card could be improved
- more input from classroom teachers on evaluating/ reporting
- eliminate the GR 6 Provincial Review
- need a change in methods and reporting to reflect program changes *
- would like to know of better ways through seminars or other teachers
- need holistic evaluating/reporting
- changes are already being considered in report cards to reflect changes in curriculum

Secondary (10 responses)

- I feel I'm not doing enough
- remedial credits could be given
- report cards should be signed by parents and returned
- we constantly moniter and modify
- better course of study
- I wish peer and self-evaluation could be used succesfully
- restrictive
- I put too much pressure on myself to mark
- tests, not trivia
- do not agree with teach-to-pass

15. I am satisfied with my supervisory duties (recess, lunch, etc.)

Elementary (6 responses)

- I have bus duty, yard duty and lunch duty - hire someone * *
- lunch duty interrupts me in the middle of eating
- essential, but would like less (I have 4 per week)
- naturally I'd like no duties but its OK

Secondary (3 responses)

M a necessary evil *
M coaches should get break

16. I am satisfied with the amount of preparation time made available to me.

Elementary (16 responses)

- varies with the school
- give primary teachers a spare
- we have 1 hour per week (which is like having none - non-significant)
- more time is necessary * * * * *
- supplier is not responsible - often late
- more staff
- not always proportional to what is taught or needed
- it's better than it was but not equivalent to high school also because we are relieved by fellow staff members and if they are out of school or tied up we miss our prep time and it can't be made up
- compared to secondary schools elementary schools don't get enough *

Secondary (4 responses)

- I could always use more for evaluation
- limit supervisions outside of assigned classes to a maximum of 2 per week
- timetable considerations
- this will be improved next year

17. I am satisfied with the size of the classes I teach.

Elementary (19 responses)

- need to enforce a ratio of 25:1 *
- smaller classes * * * * * * *
- this year [it's ok] but it varies
- still too many students in some classes
- reduce class size - possible with extra volunteers (e.g., high school students, student teachers)
- too large for individual attention when there's special needs
- it would be nice to have 10-15 students
- too many for a double grade *
- number far too high to benefit children *

Secondary (7 responses)

- my classes are too small!
- our goal should be class size of 20
- grade 9 classes too large

- sometimes attendance is a problem
- for the most part they are fair
- some are large, others are small - thus they average out
- with emphasis on individual learning & variety of evaluation there is greater need for smaller classes

18. I am satisfied with the amount of administrative support I can count on.

Elementary (6 response)

- principals should be more supportive
- principal very helpful (i.e., with parents and students)
- principal is too busy being "friends" with parents
- if you mean principal - yes!
- more local support necessary
- principal's great!

Secondary (2 responses)

- can't get support for reducing size of grade 9 classes
- varies from time to time

19. I am satisfied with the amount of paperwork I am required to to.

Elementary (11 responses)

- this year - yes!
- too much
- try to get away with less
- it's necessary, but there are hours of it daily. I'm not sure how this could be solved
- too much "paper" leaves less time to prepare & teach
- hire more secretaries or technicians *
- eliminate duplication of information
- less paperwork *

Secondary (6 responses)

- automate - work stations
- we seem to do a lot
- too much time and effort on attendance
- too much - noone does anything about it
- basic waste of time
- students perform best when materials are handed in [to be marked]

20. I am satisfied with the amount of flexibility I have in interpreting the curriculum.

Elementary (6 responses)

- less required units
- would like to work more closely to help teachers and students do research projects
- consultants too pushy when unfamiliar with the situation
- generally, I feel I can decide what's best for my class
- I don't follow all those binders
- Jr. Science needs more process focus

Secondary (3 responses)

- too many switches - stay fixed for 5 years so can evaluate
- Ministry Guidelines prescription of time required
- in some courses only

21. I am satisfied with the way focus on individual students is handled.

Elementary (6 responses)

- not enough time to work with individual program
- reduce class size * *
- the whole group suffers
- no support

Secondary (7 responses)

- this is a problem of my own making
- many good goals, few weak goals - e.g., attendance policy weakening
- some students need a 1:1 ratio
- I am told who is IPRC and have very little input on that choice
- Special Ed., problem students get all attention
- not enough time - too many student contacts *

22. I am satisfied with the availability of resource staff.

Elementary (14 responses)

- they take so long to get to me
- more consultants would be most helpful * * *
- with cut-backs in consultants, they are not available much any more
- there need to be more counselling services available and more people to do special testing to cut down on the time it takes to get results

- full time teacher librarians *
- more time for special services counsellor
- teacher-librarians need library technicians to free them to work more with students and less with typing
- more needed. teachers have to do everything
- too few with too much to do

Secondary (5 responses)

- we need better consultant staff
- add subject area consultants
- more resource teachers
- should be more specialists available, e.g., psychologists, ESL teachers...
- more board & inner board practical resources needed

23. I am satisfied with the level of my involvement in extra-curricular activities (coaching, etc.).

Elementary (1 response)

- wish I had time for more

Secondary (3 responses)

- move to school where teams last
- I should do more
- commuting makes this awkward

24. I derive satisfaction from my involvement in students' development.

Secondary (1 response)

- class size reduction - limiting individual class sizes not just average

25. I derive satisfaction from sharing my knowledge and expertise with students.

Secondary (1 response)

- class sizes place limitations

26. I derive satisfaction from sharing my knowledge and expertise with colleagues.

Elementary (4 responses)

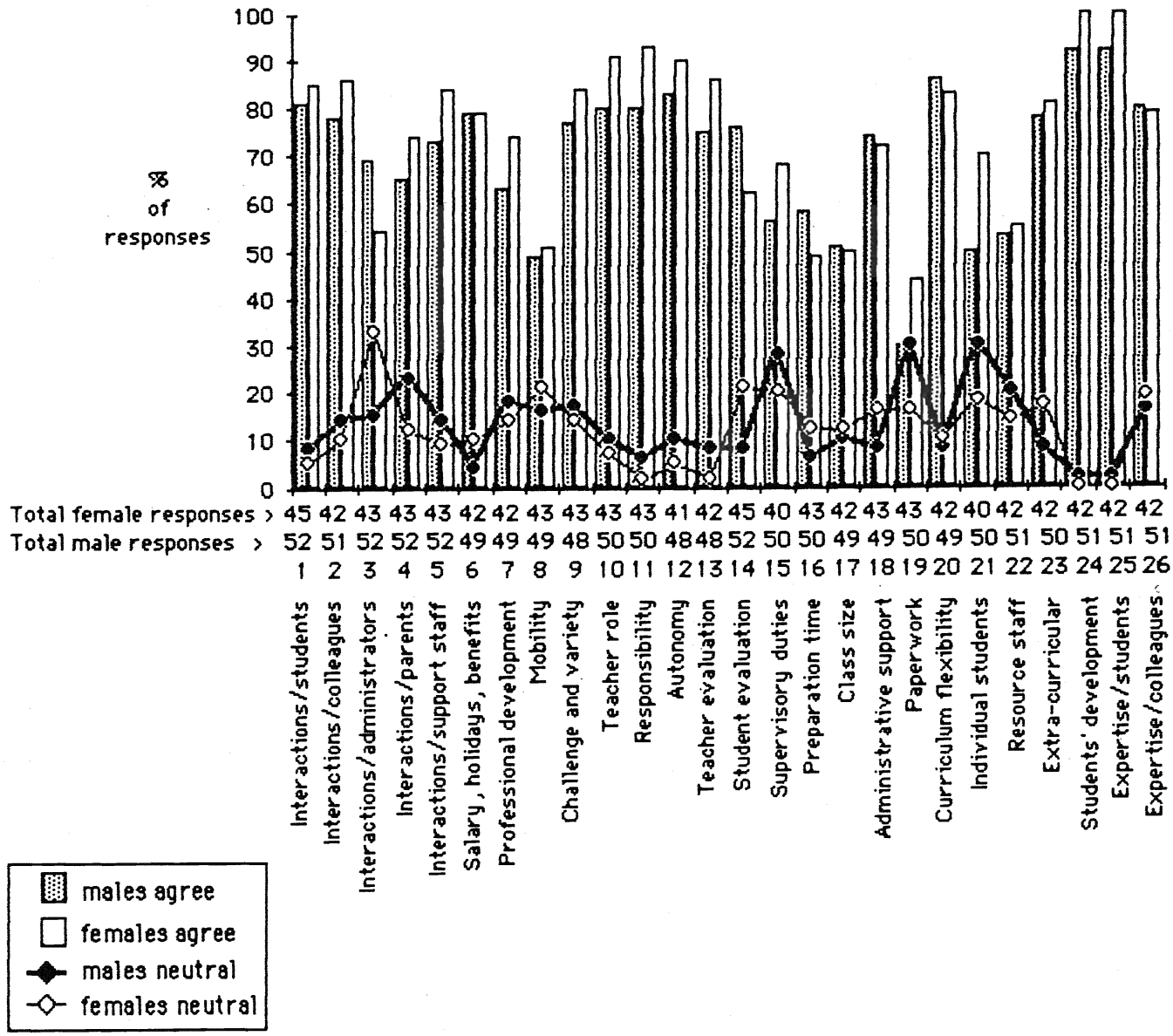
- depends under what conditions
- there isn't always time/resources to work together
- at this time I'm gaining experience from others
- would like to do more of this

Secondary (2 responses)

- we don't do enough of this
- more teacher to teacher information exchanges on professional development days

Appendix E

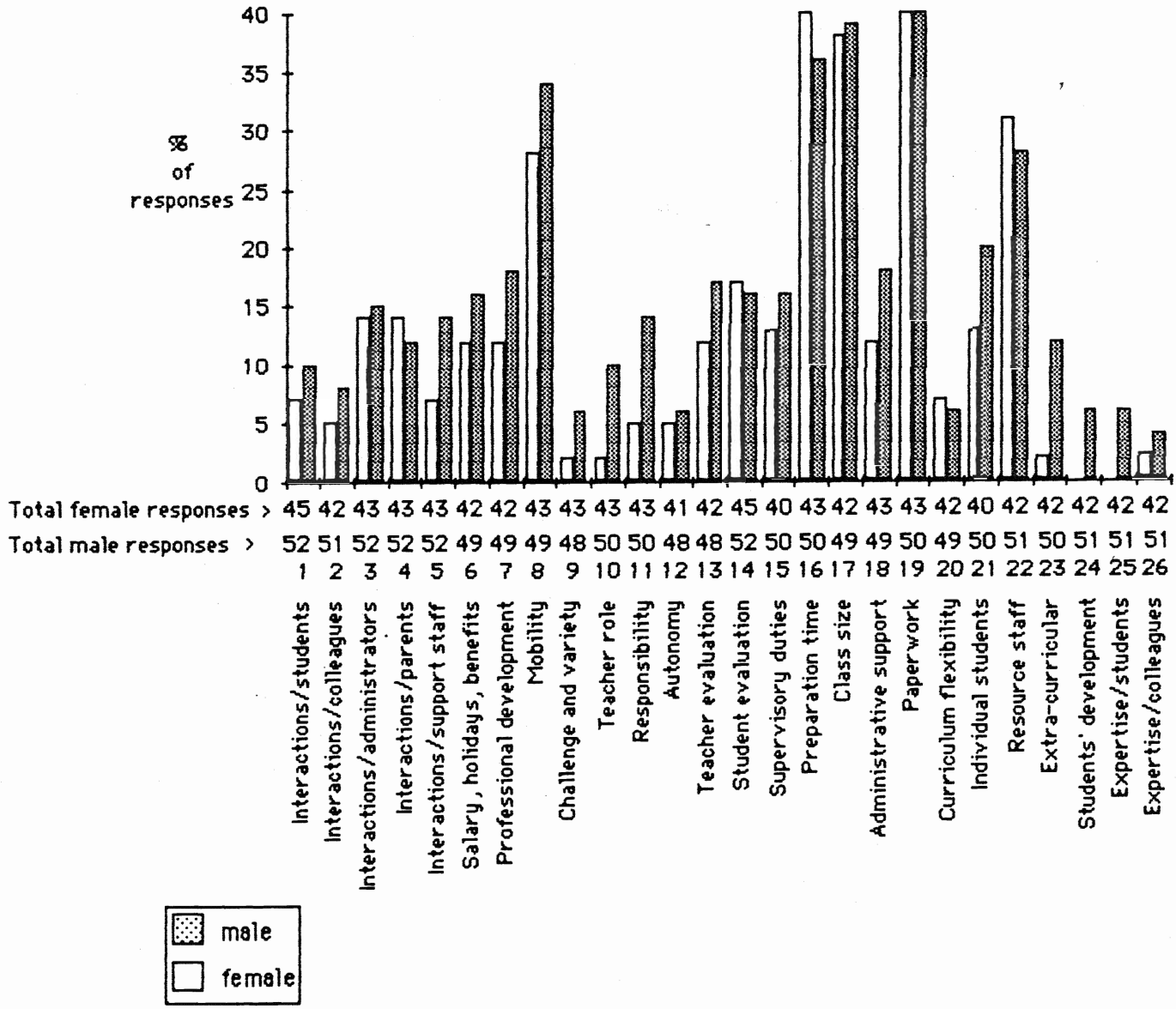
Female/Male Responses to Items 1-26:
Agree/Neutral



Note. Numbers may not add up to 100% due to rounding

Appendix F

Female/Male Responses to Items 1-26: Disagree



Note. Numbers may not add up to 100% due to rounding.

Appendix G

Cross-tabulations: Female/Male with Levels of Change

Item	F/M	TR	Percentage of total responses				
			C	Sc	B	M	So
1. Interactions/	F	21	48	14	24	5	10
students	M	21	48	24	24	5	-
2. Interactions/	F	19	16	63	11	5	5
colleagues	M	21	4	79	13	-	4
3. Interactions/	F	21	10	33	53	5	-
administrators	M	22	5	59	36	-	-
4. Interactions/	F	19	11	53	11	-	26
parents	M	21	19	43	10	-	29
5. Interactions/	F	13	-	77	15	8	-
support staff	M	19	5	74	21	-	-
6. Salary, holidays	F	16	13	-	38	38	13
benefits	M	20	10	5	65	10	10
7. Professional	F	18	6	22	56	17	-
development	M	26	-	15	69	15	-

Note. TR = Total responses

F = Female; M = Male

C = Classroom; Sc = School; B = Board

M = Ministry; So = Society

Numbers may not add up to 100% due to rounding.

Appendix G continued

Item	F/M	TR	Percentage of total responses				
			C	Sc	B	M	So
8. Opportunity	F	22	-	18	77	5	-
for mobility	M	28	4	4	86	7	-
9. Challenge	F	11	46	46	9	-	-
	M	17	35	41	12	12	-
10. Role	F	11	36	46	9	9	-
	M	18	33	44	22	-	-
11. Responsibility	F	11	18	64	9	9	-
	M	15	7	53	33	7	-
12. Autonomy	F	10	30	40	30	-	-
	M	15	13	53	7	13	13
13. Teacher	F	12	42	42	17	-	-
evaluation	M	19	16	53	16	11	5
14. Student	F	22	18	23	46	14	-
evaluation	M	21	19	24	43	14	-
15. Supervisory	F	12	8	50	25	8	8
duties	M	17	6	53	35	6	-

Note. TR = Total responses

F = Female; M = Male

C = Classroom; Sc = School; B = Board;

M = Ministry; So = Society

Numbers may not add up to 100% due to rounding.

Item	F/M	TR	Percentage of total responses				
			C	Sc	B	M	So
16. Preparation	F	23	4	26	52	17	-
time	M	22	5	32	60	5	-
17. Class size	F	23	13	8	52	22	4
	M	25	4	32	52	12	-
18. Administrative	F	12	-	75	25	-	-
support	M	17	12	53	12	18	6
19. Paperwork	F	19	5	21	47	26	-
	M	25	12	48	32	8	-
20. Curricular	F	13	8	15	62	15	-
flexibility	M	19	11	21	26	42	-
21. Individual	F	11	18	36	27	18	-
student	M	19	16	47	21	16	-
22. Resource	F	22	-	14	82	5	-
staff	M	21	-	29	62	10	-
23. Extracurricular	F	9	11	89	-	-	-
	M	15	20	54	20	7	-

Note. TR = Total responses

F = Female; M = Male

C = Classroom; Sc = School; B = Board;

M = Ministry; So = Society

Numbers may not add up to 100% due to rounding.

Item	F/M	TR	Percentage of total responses				
			C	Sc	B	M	So
24. Student development	F	7	86	14	-	-	-
	M	14	57	36	7	-	-
25. Expertise/ students	F	7	86	14	-	-	-
	M	14	79	7	14	-	-
26. Expertise/ colleauges	F	10	10	60	30	-	-
	M	15	13	60	27	-	-

Note. TR = Total responses

F = Female; M = Male

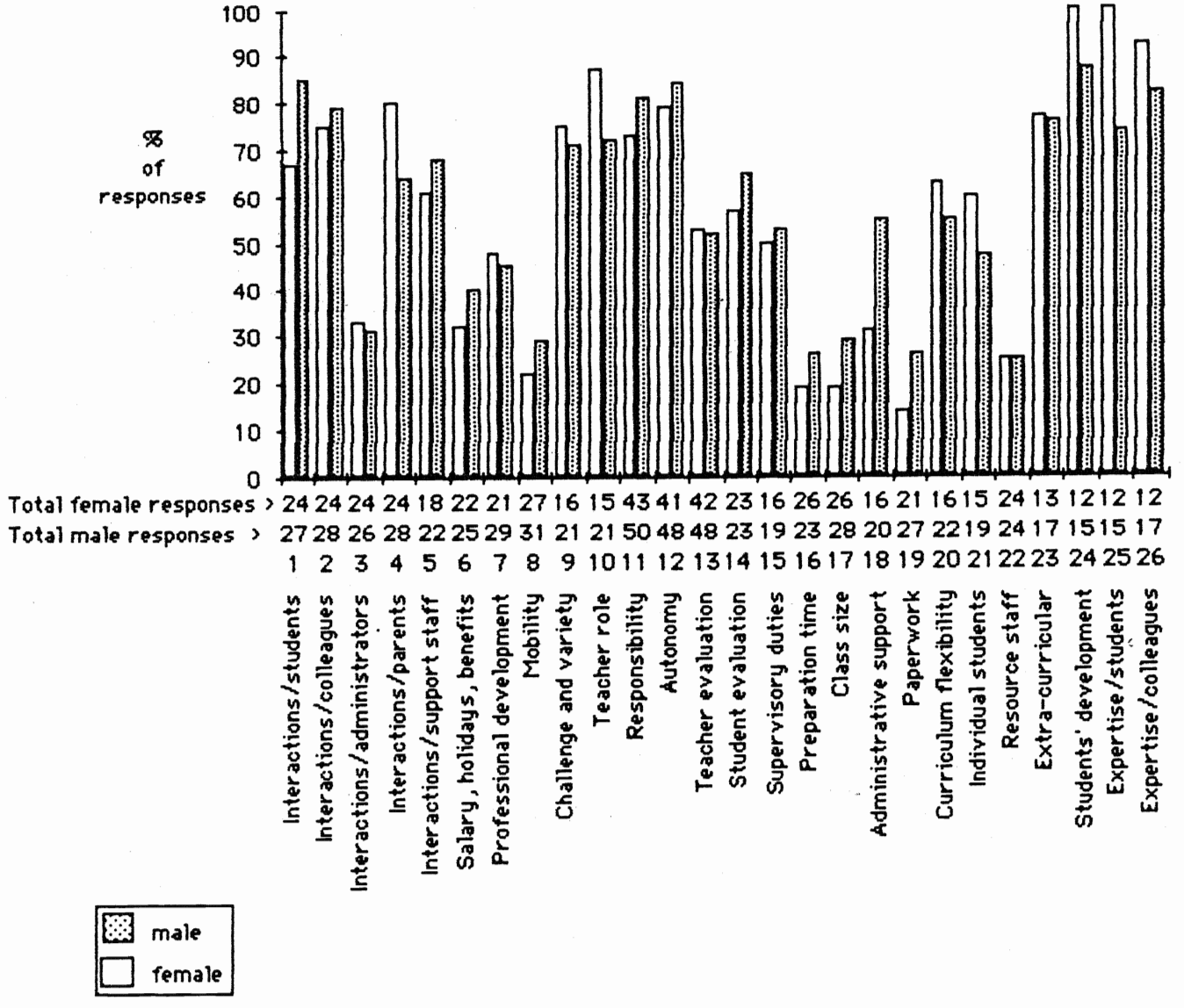
C = Classroom; Sc = School; B = Board;

M = Ministry; So = Society

Numbers may not add up to 100% due to rounding.

Appendix H

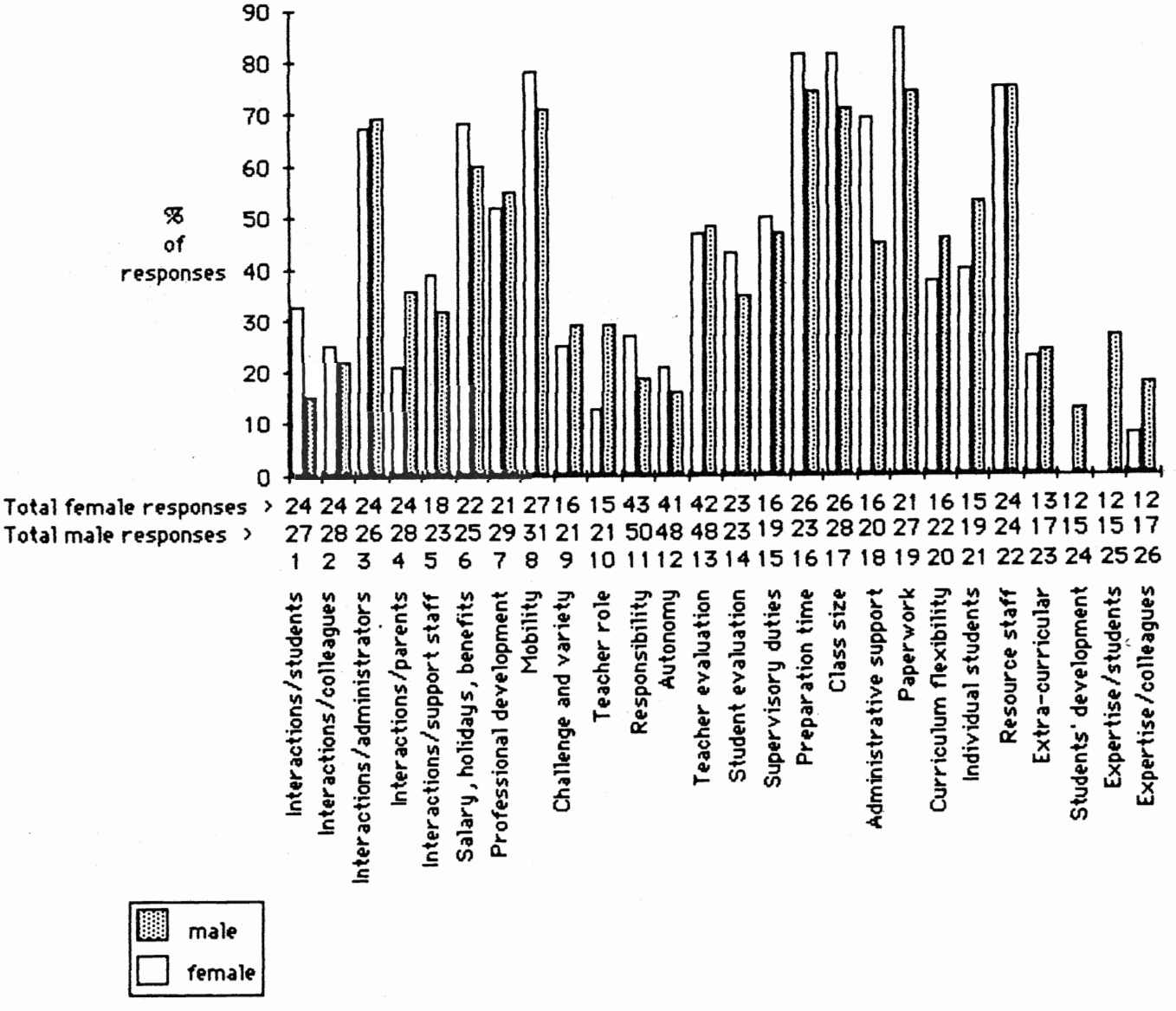
Female/Male Responses to Items 1-26: Some Influence



Note. Numbers may not add up to 100% due to rounding.

Appendix I

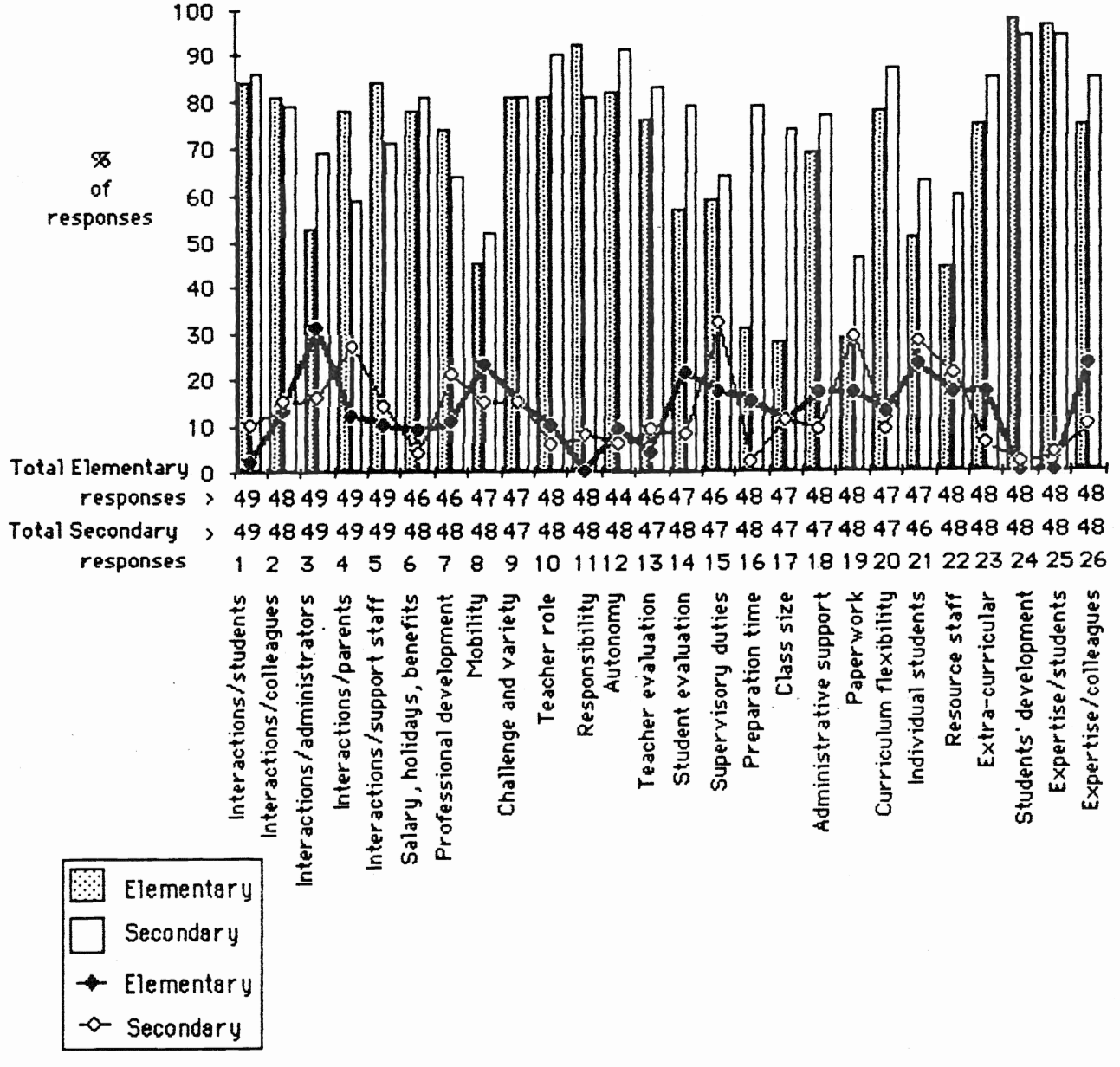
Female/Male Responses to Items 1-26:
Little Influence



Note. Numbers may not add up to 100% due to rounding.

Appendix J

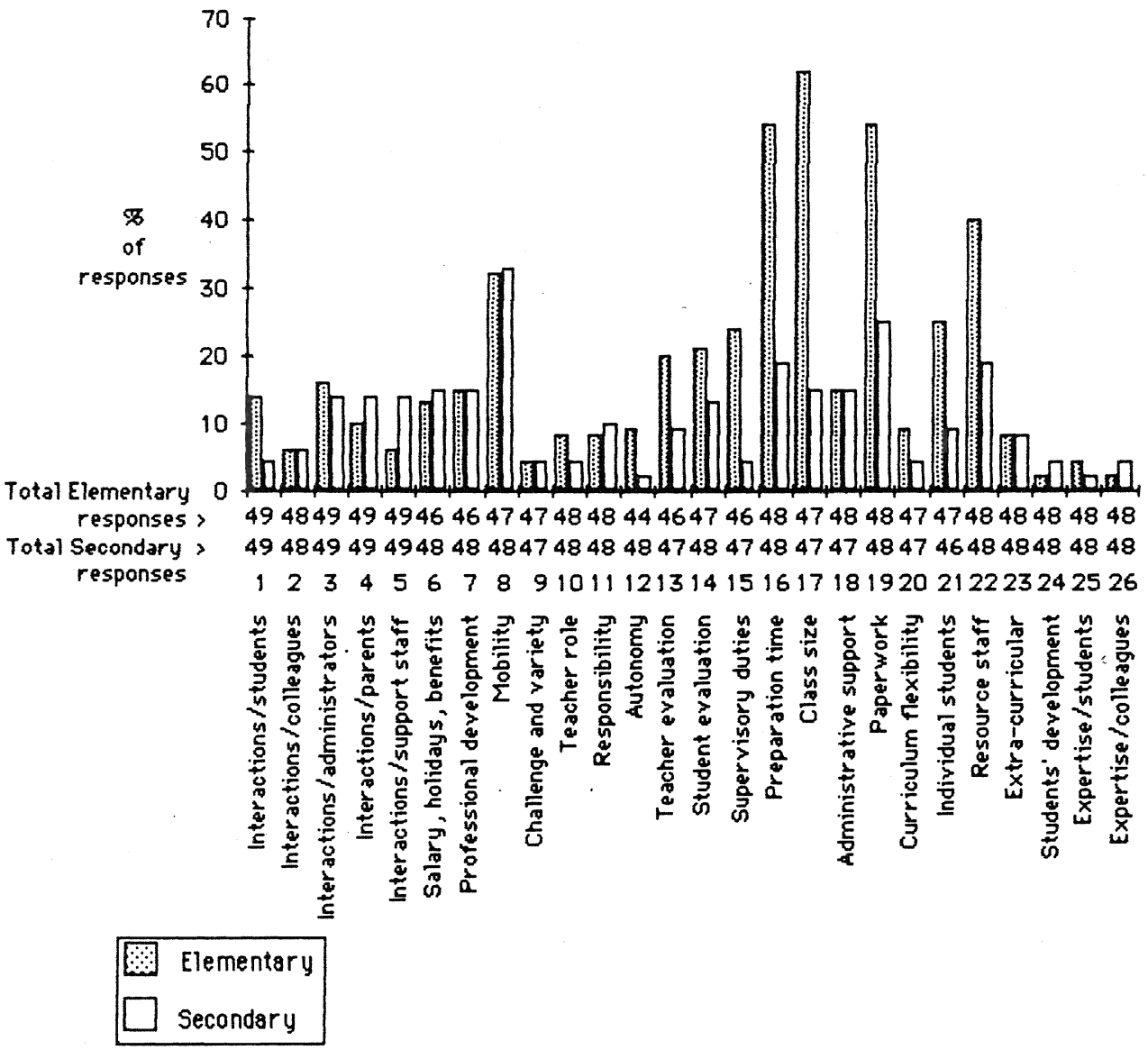
Elementary/Secondary Responses to Items 1-26: Agree/Neutral



Note. Numbers may not add up to 100% due to rounding.

Appendix K

Elementary/Secondary Responses to Items 1-26: Disagree



Note. Numbers may not add up to 100% due to rounding.

Appendix L

Cross-tabulations: Elementary/ Secondary with Levels of Change

Item	E/S	TR	Percentage of total responses				
			C	Sc	B	M	So
1. Interactions/	E	21	48	10	29	5	10
students	S	21	48	29	19	5	-
2. Interactions/	E	22	9	73	9	-	9
colleagues	S	21	10	71	14	5	-
3. Interactions/	E	21	10	33	57	-	-
administrators	S	22	5	59	32	5	-
4. Interactions/	E	19	16	42	16	-	26
parents	S	21	14	52	5	-	29
5. Interactions/	E	14	7	71	21	-	-
support staff	S	18	-	78	17	6	-
6. Salary, holidays	E	18	17	-	44	33	6
benefits	S	18	6	6	61	11	17
7. Professional	E	20	5	15	60	20	-
development	S	24	-	21	67	13	-

Note. TR = Total responses

E = Elementary; S = Secondary

C = Classroom; Sc = School; B = Board

M = Ministry; So = Society

Numbers may not add up to 100% due to rounding.

Item	E/S	TR	Percentage of total responses				
			C	Sc	B	M	So
8. Opportunity	E	26	4	4	81	8	4
for mobility	S	25	-	16	84	-	-
9. Challenge	E	13	31	46	8	15	-
	S	15	47	40	13	-	-
10. Role	E	14	21	50	21	7	-
	S	15	47	40	13	-	-
11. Responsibility	E	12	17	50	25	8	-
	S	14	7	64	21	7	-
12. Autonomy	E	12	17	58	8	-	17
	S	13	23	39	23	15	-
13. Teacher	E	12	25	42	17	8	8
evaluation	S	19	26	53	16	5	-
14. Student	E	23	13	17	57	13	-
evaluation	S	21	24	33	29	14	-
15. Supervisory	E	16	6	25	50	13	8
duties	S	13	8	85	8	-	-

Note. TR = Total responses

E = Elementary; S = Secondary

C = Classroom; Sc = School; B = Board;

M = Ministry; So = Society

Numbers may not add up to 100% due to rounding.

Item	E/S	TR	Percentage of total responses				
			C	Sc	B	M	So
16. Preparation	E	28	4	14	64	18	-
time	S	17	6	53	41	-	-
17. Class size	E	31	3	19	55	23	-
	S	17	18	24	47	6	6
18. Administrative	E	13	8	46	23	23	-
support	S	16	6	75	13	-	6
19. Paperwork	E	24	4	25	46	25	-
	S	20	15	50	30	5	-
20. Curricular	E	17	6	18	59	18	-
flexibility	S	15	13	20	20	47	-
21. Individual	E	16	13	56	13	19	-
student	S	14	21	29	36	14	-
22. Resource	E	26	-	15	73	12	-
staff	S	17	-	29	71	-	-
23. Extracurricular	E	10	30	50	10	10	-
activities	S	14	7	79	14	-	-

Note. TR = Total responses

E = Elementary; S = Secondary

C = Classroom; Sc = School; B = Board;

M = Ministry; So = Society

Numbers may not add up to 100% due to rounding.

Item	E/S	TR	Percentage of total responses				
			C	Sc	B	M	So
24. Student development	E	9	78	22	-	-	-
	S	12	58	33	8	-	-
25. Expertise/ students	E	9	78	11	11	-	-
	S	12	83	8	8	-	-
26. Expertise/ colleauges	E	11	27	46	27	-	-
	S	14	-	71	29	-	-

Note. TR = Total responses

E = Elementary; S = Secondary

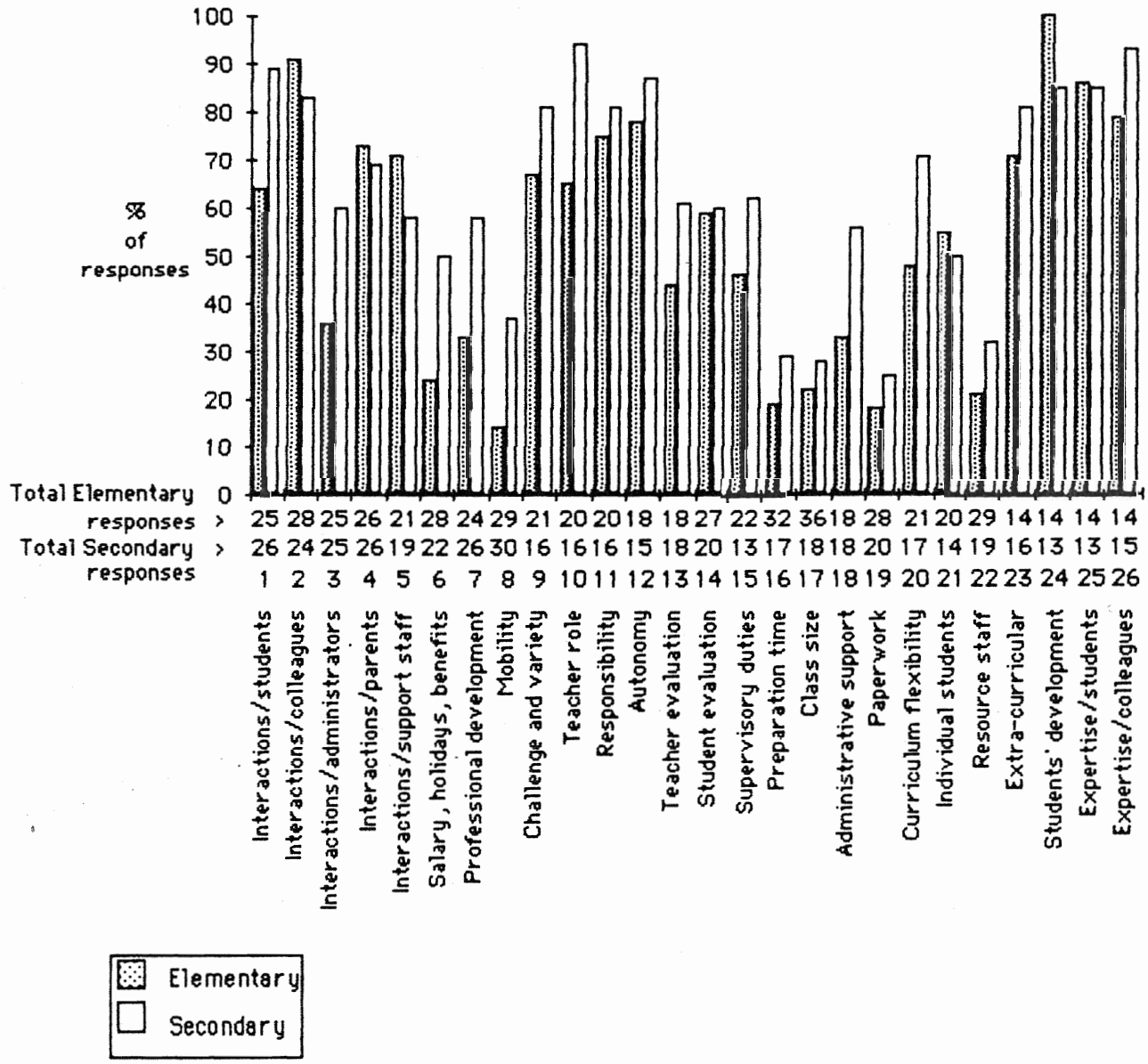
C = Classroom; Sc = School; B = Board;

M = Ministry; So = Society

Numbers may not add up to 100% due to rounding.

Appendix M

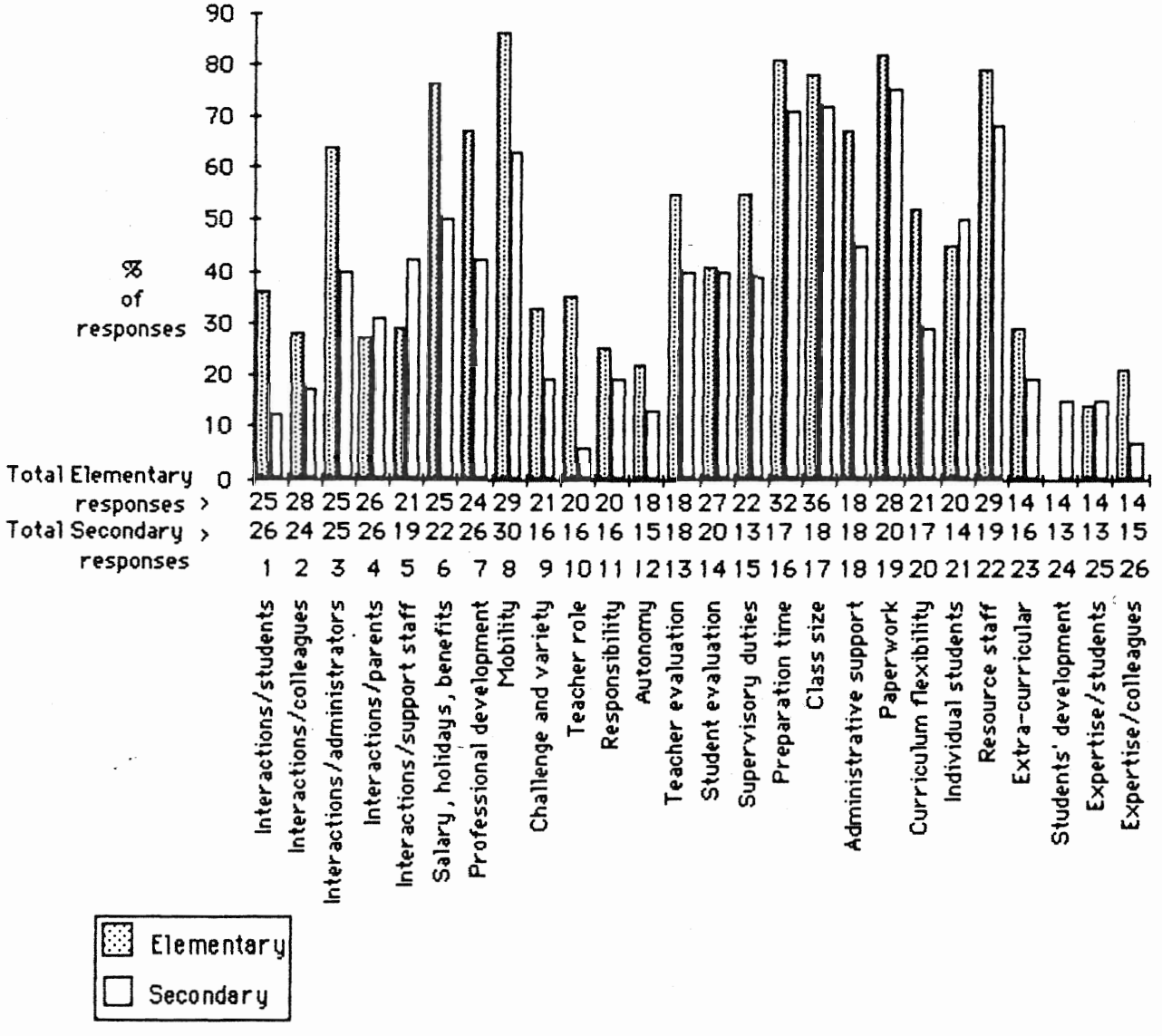
Elementary/Secondary Responses to Items 1-26:
Some Influence



Note. Numbers may not add up to 100% due to rounding.

Appendix N

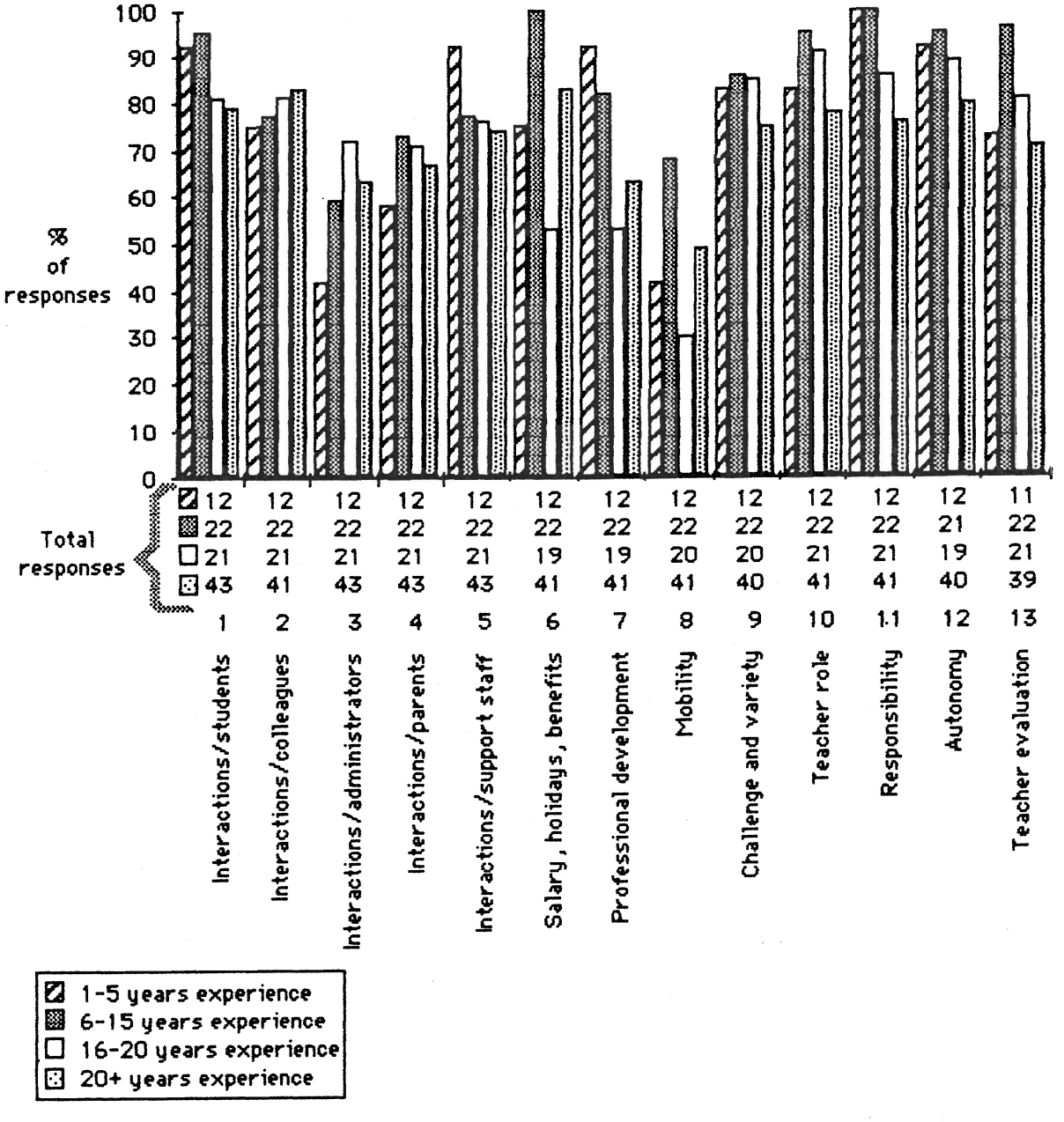
Elementary/Secondary Responses to Items 1-26: Little Influence



Note. Numbers may not add up to 100% due to rounding.

Appendix O

Agree Responses to Items 1-13:
By Years of Teaching Experience

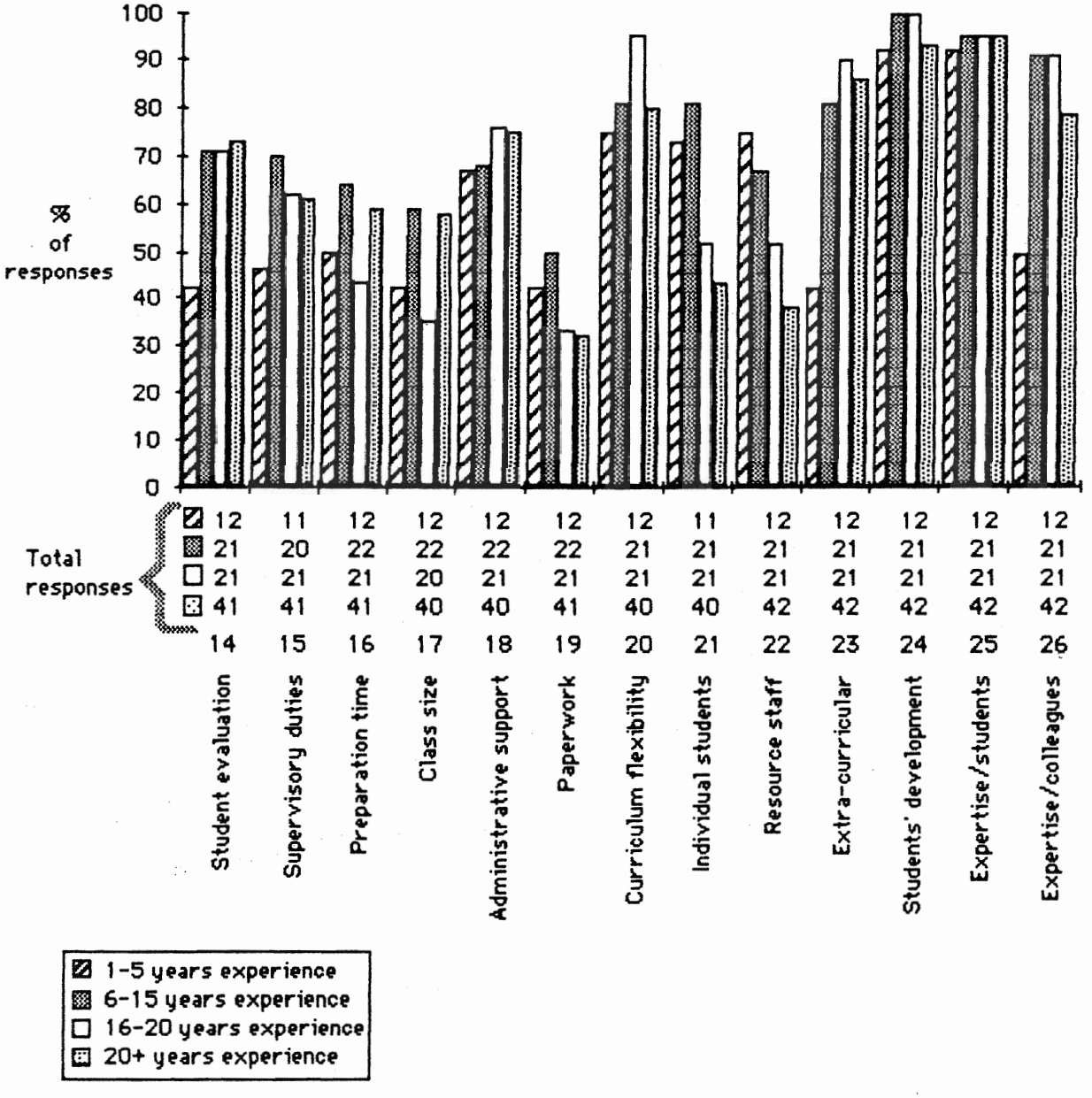


Note. Numbers may not add up to 100% due to rounding.

Appendix O (continued)

Agree Responses to Items 14-26:

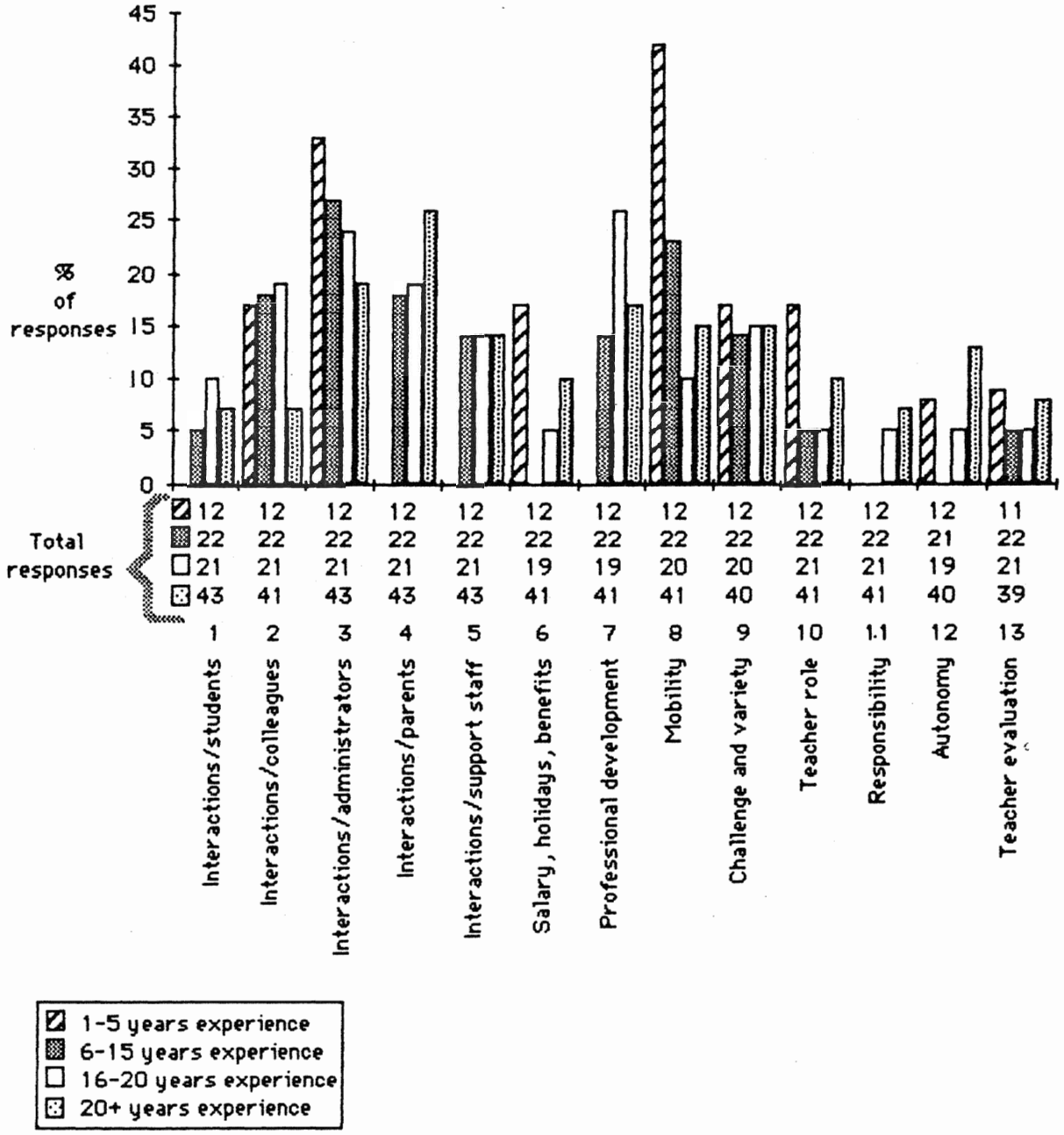
By Years of Teaching Experience



Note. Numbers may not add up to 100% due to rounding.

Appendix O (continued)

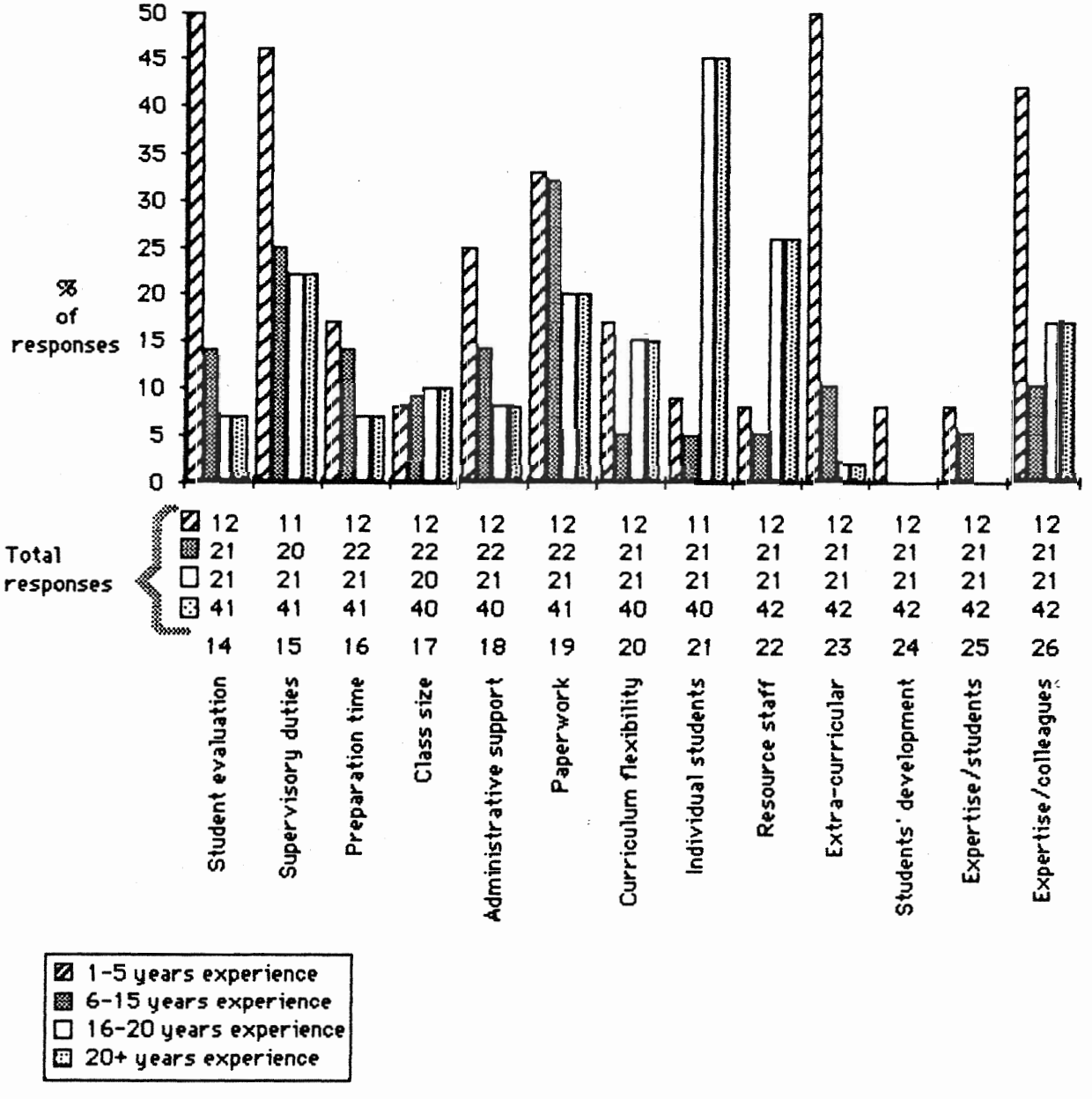
Neutral Responses to Items 1-13:
By Years of Teaching Experience



Note. Numbers may not add up to 100% due to rounding.

Appendix O (continued)

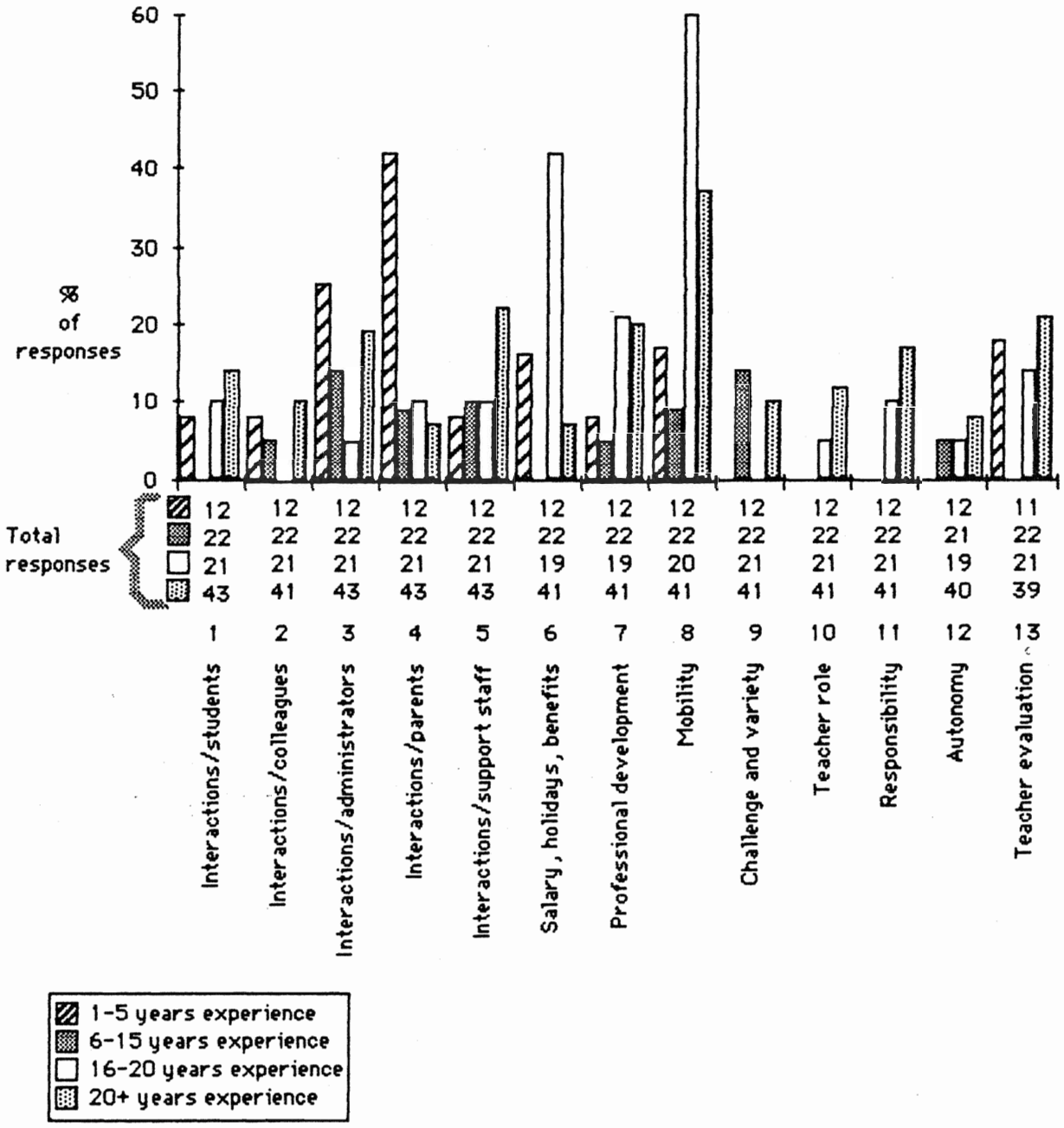
Neutral Responses to Items 14-26:
By Years of Teaching Experience



Note. Numbers may not add up to 100% due to rounding.

Appendix P

Disagree Responses to Items 1-13:
By years of Teaching Experience

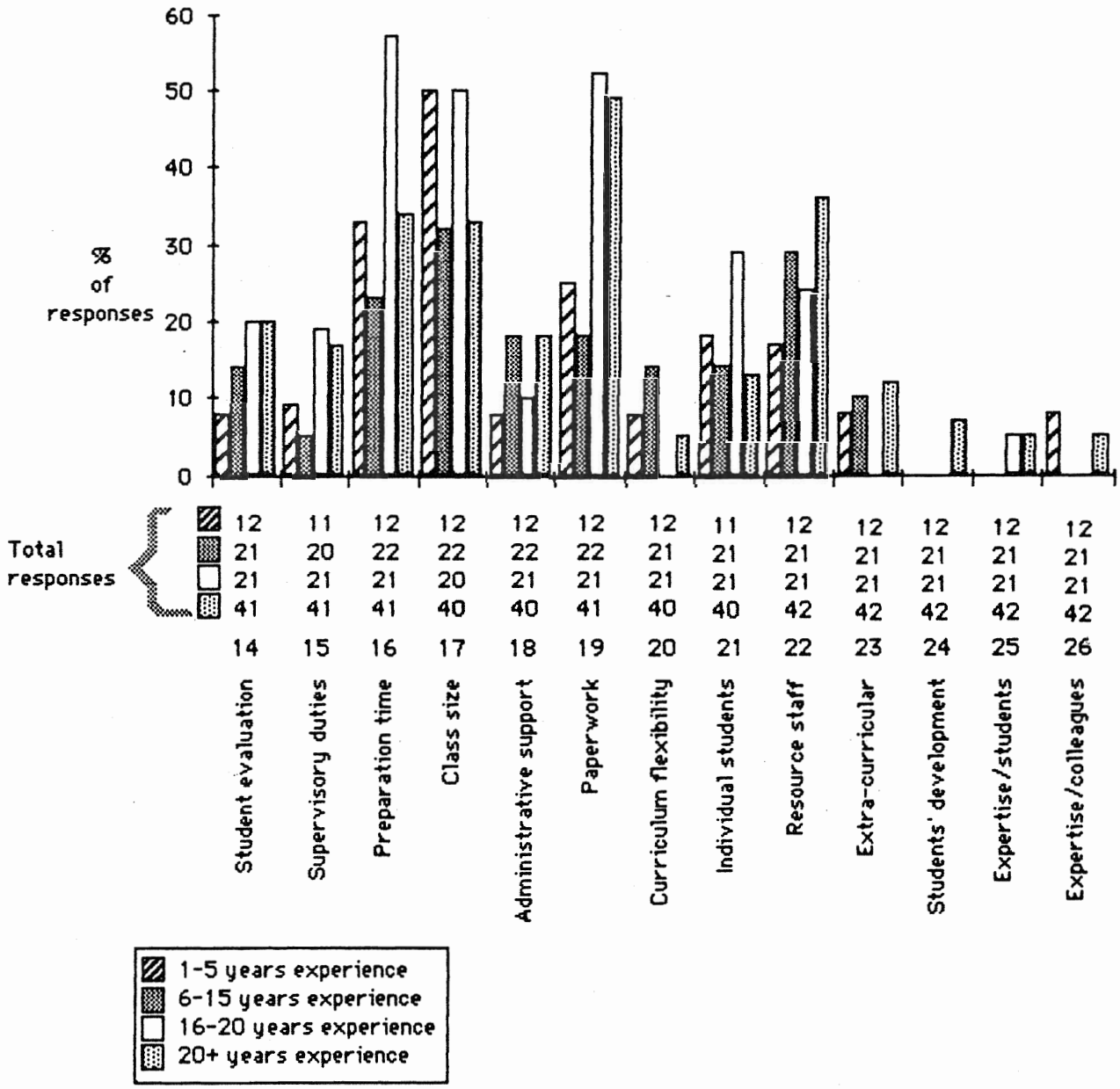


Note. Numbers may not add up to 100% due to rounding.

Appendix P (continued)

Disagree Responses to Items 14-26:

By Years of Teaching Experience



Note. Numbers may not add up to 100% due to rounding.

Appendix Q

Levels of Change According to Years of Teaching Experience

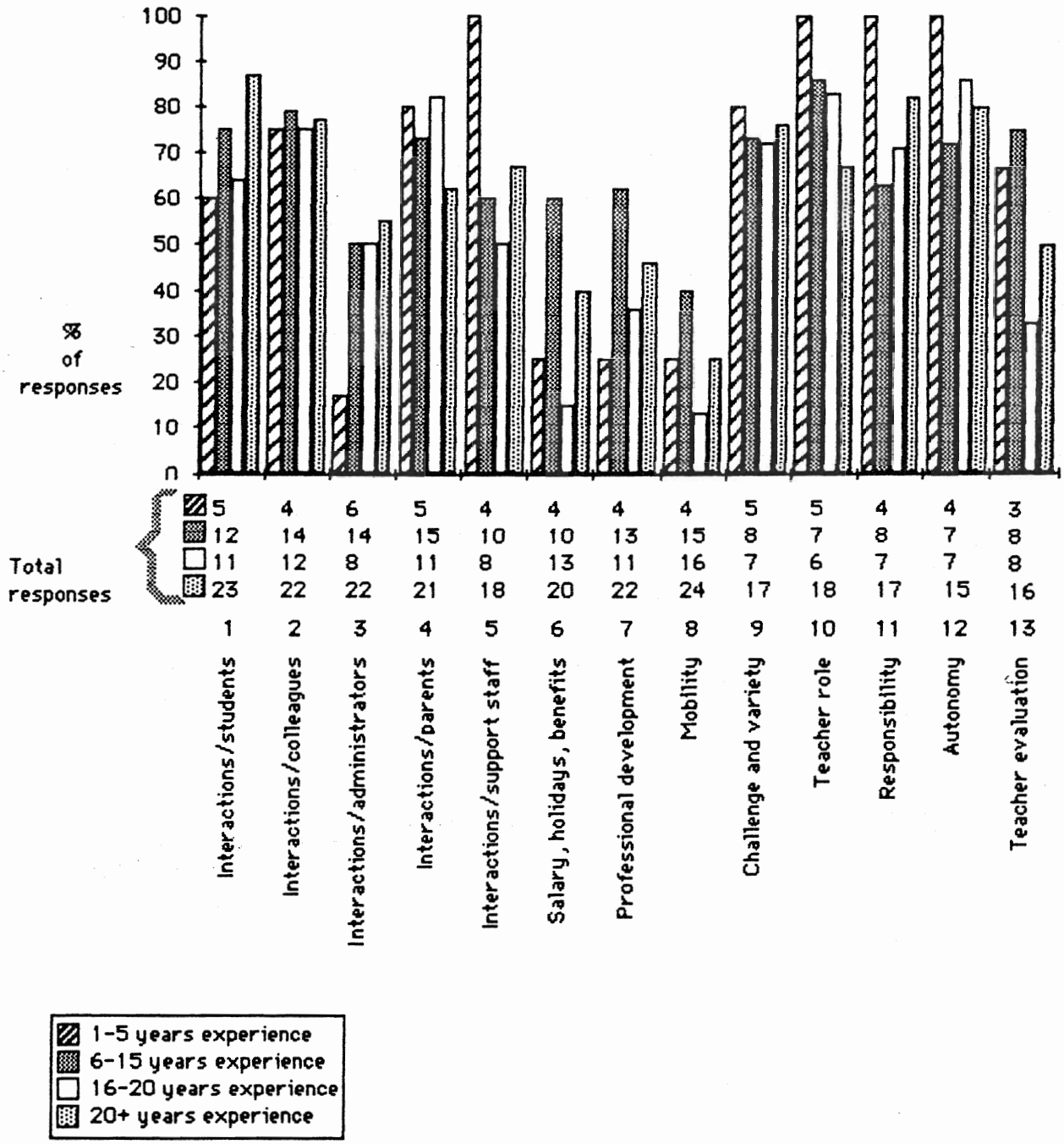
Level	Group I	Group II	Group III	Group IV
Classroom	15%	19%	13%	15%
School	45%	38%	23%	42%
Board	35%	32%	47%	31%
Ministry	4%	8%	10%	9%
Society	1%	3%	6%	3%

Note. Numbers may not add up to 100% due to rounding.

Appendix R

Some Influence Responses to Items 1-13:

By years of Teaching Experience

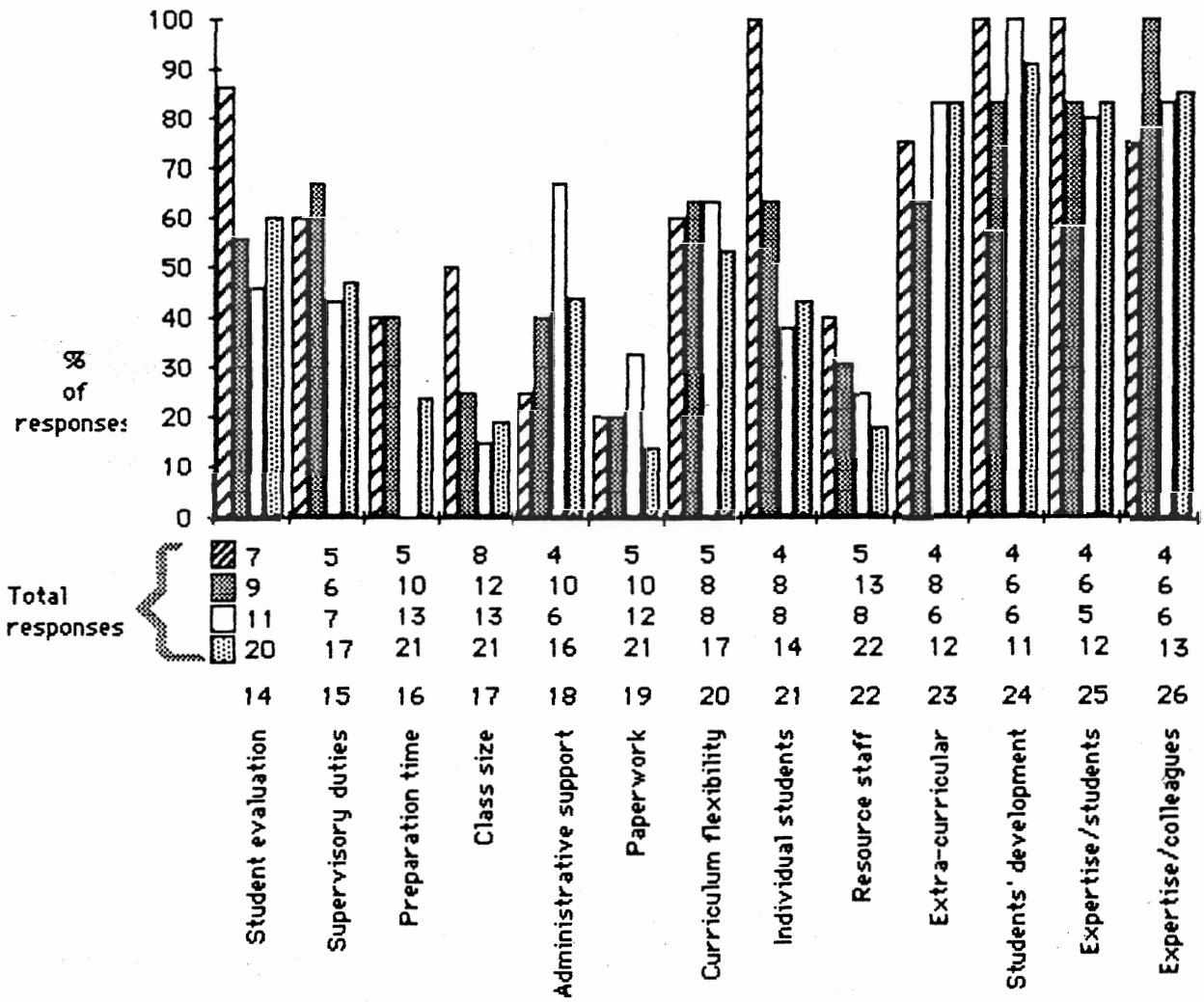


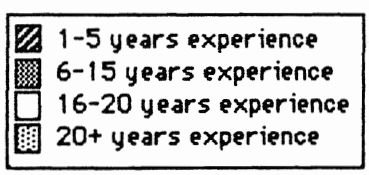
Note. Numbers may not add up to 100% due to rounding.

Appendix R (continued)

Some Influence Responses to Items 14-26:

By Years of Teaching Experience



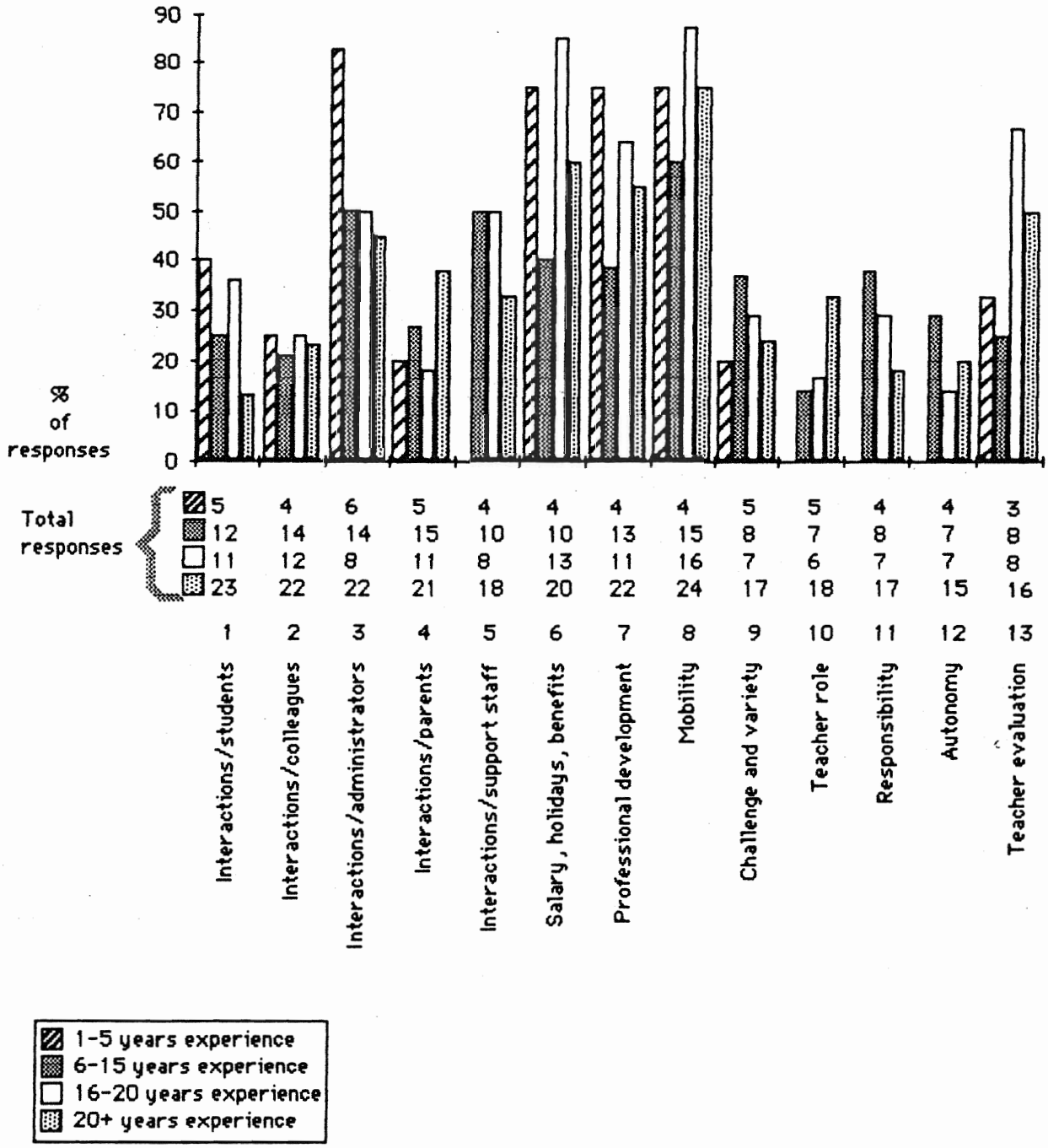


Note. Numbers may not add up to 100% due to rounding.

Appendix S

Little Influence Responses to Items 1-13:

By Years of Teaching Experience

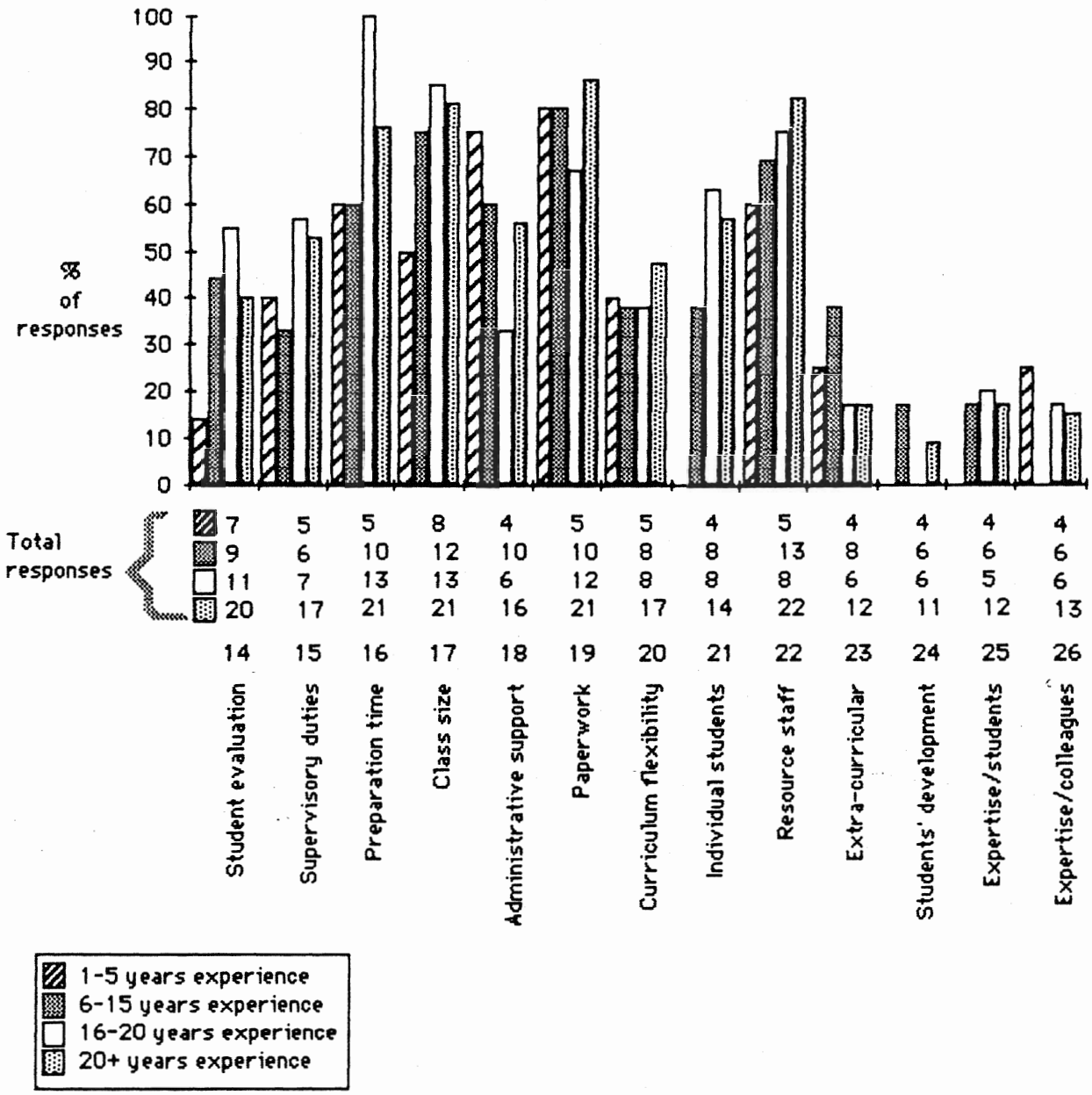


Note. Numbers may not add up to 100% due to rounding.

Appendix S (continued)

Little Influence Responses to Items 14-26:

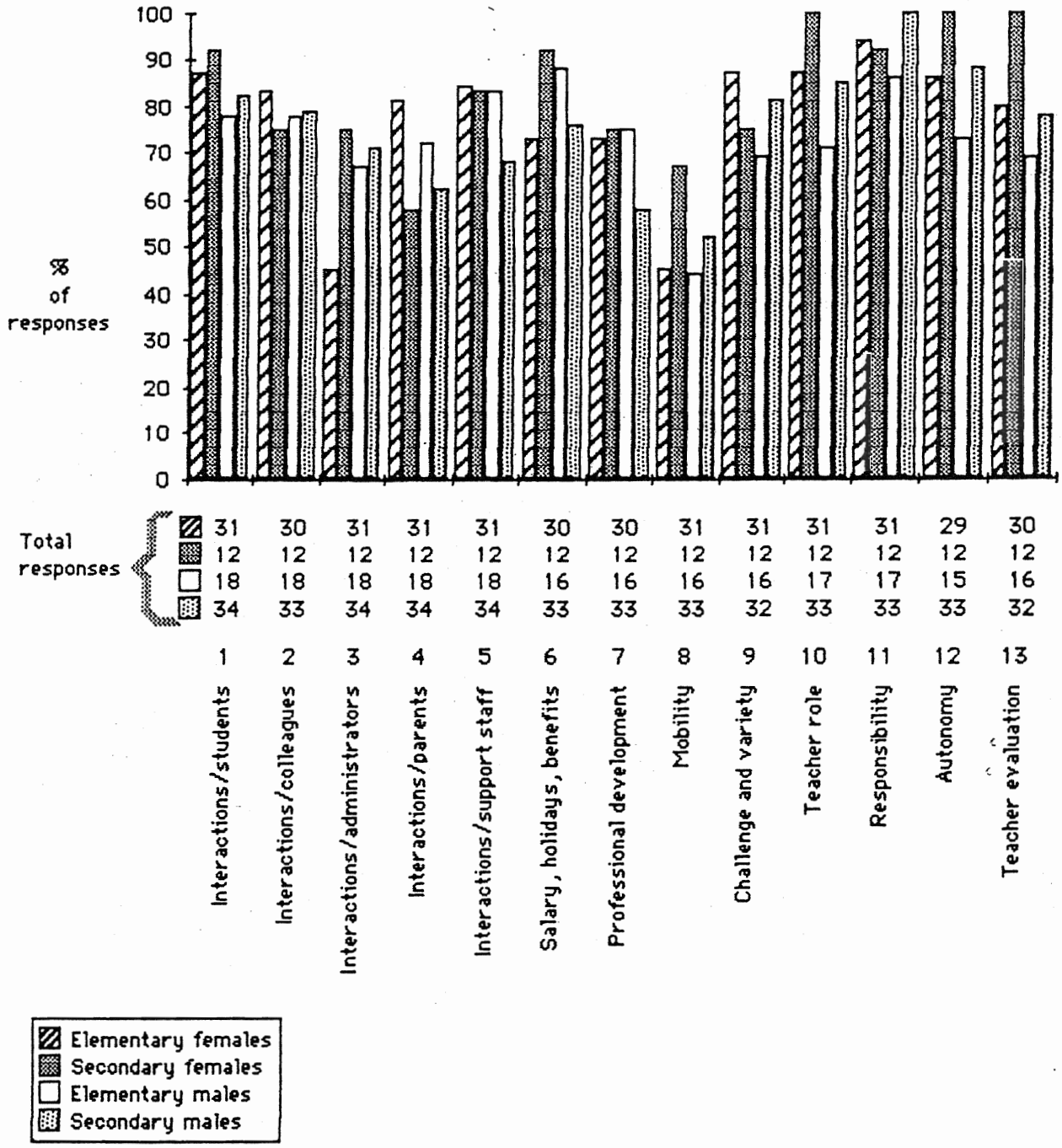
By Years of Teaching Experience



Note. Numbers may not add up to 100% due to rounding.

Appendix T

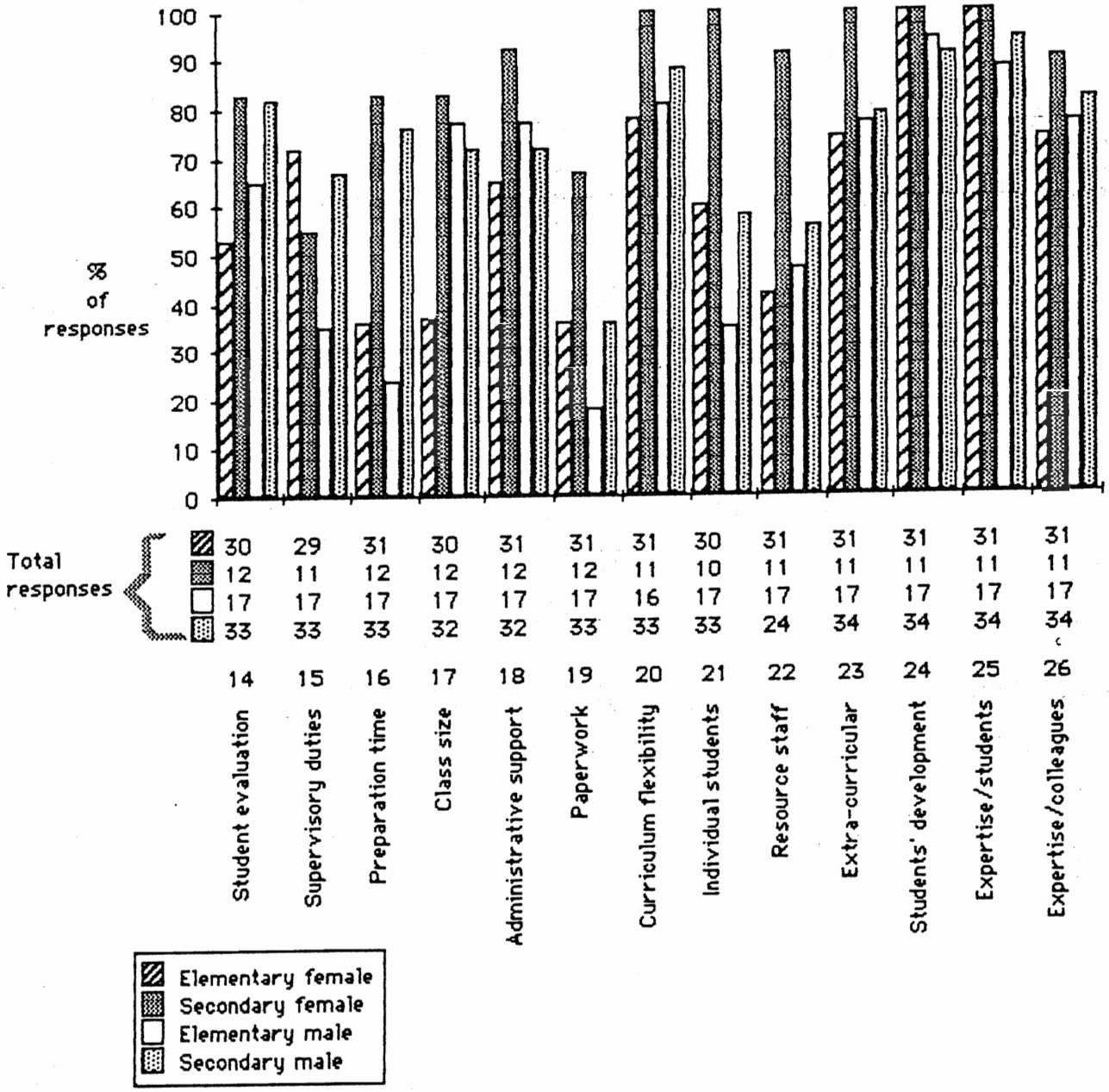
Agree Responses to Items 1-13:
Elementary/Secondary Females and
Elementary/Secondary Males



Note. Numbers may not add up to 100% due to rounding.

Appendix T (continued)

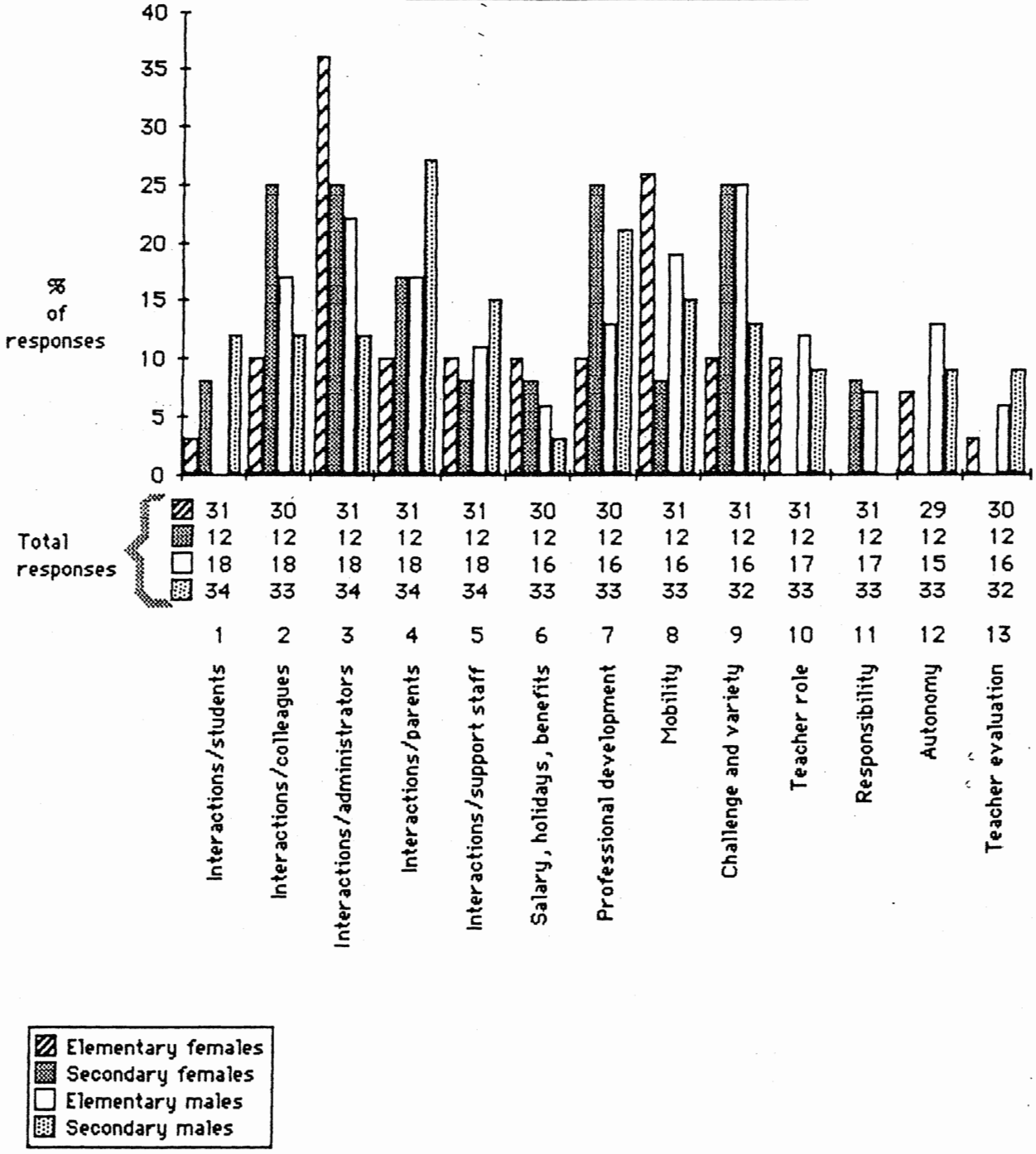
Agree Responses to Items 14-26: Elementary/Secondary Females and Elementary/Secondary Males



Note. Numbers may not add up to 100% due to rounding.

Appendix U

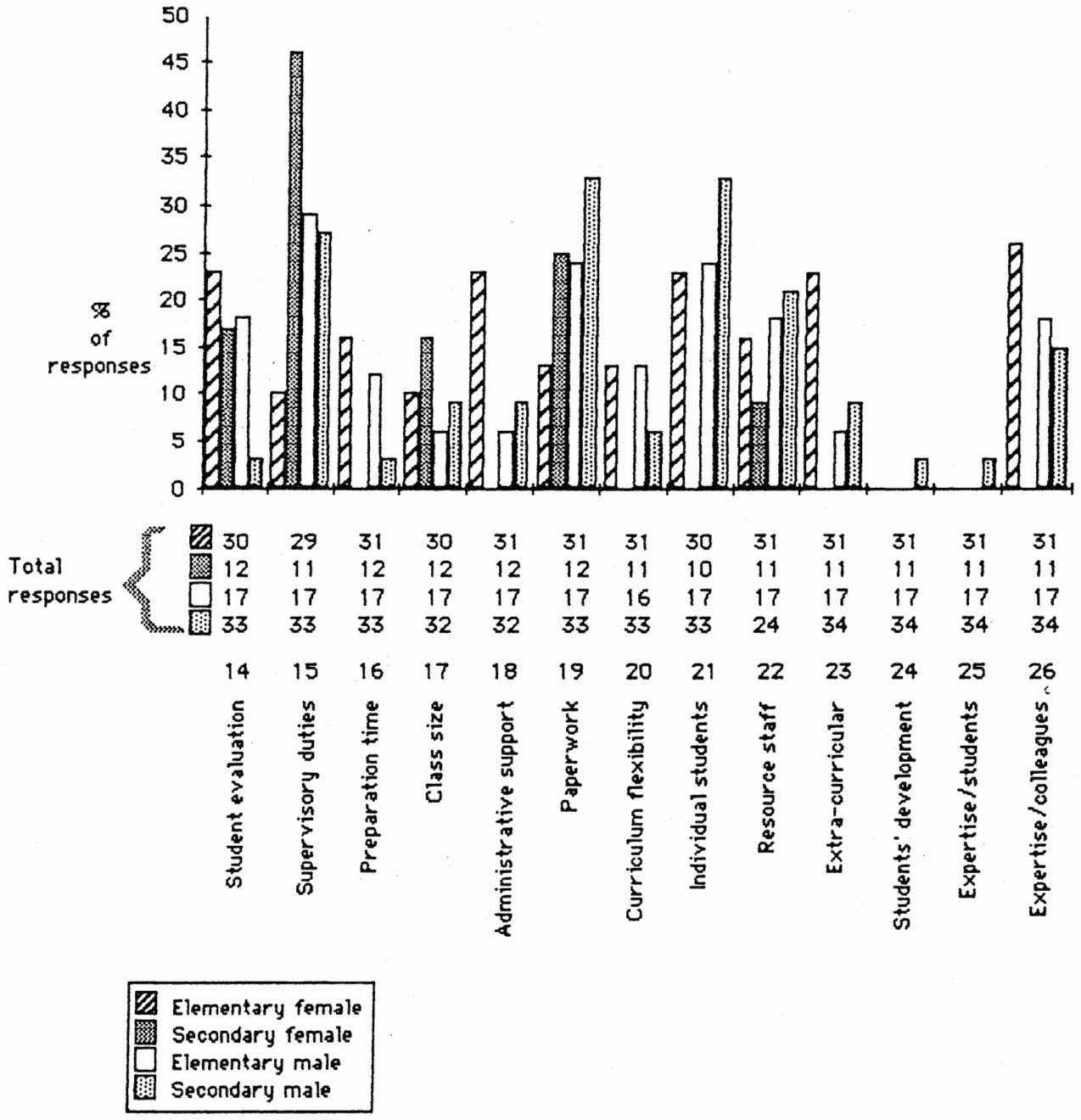
Neutral Responses to Items 1-13: Elementary/Secondary Females and Elementary/Secondary Males



Note. Numbers may not add up to 100% due to rounding.

Appendix U (continued)

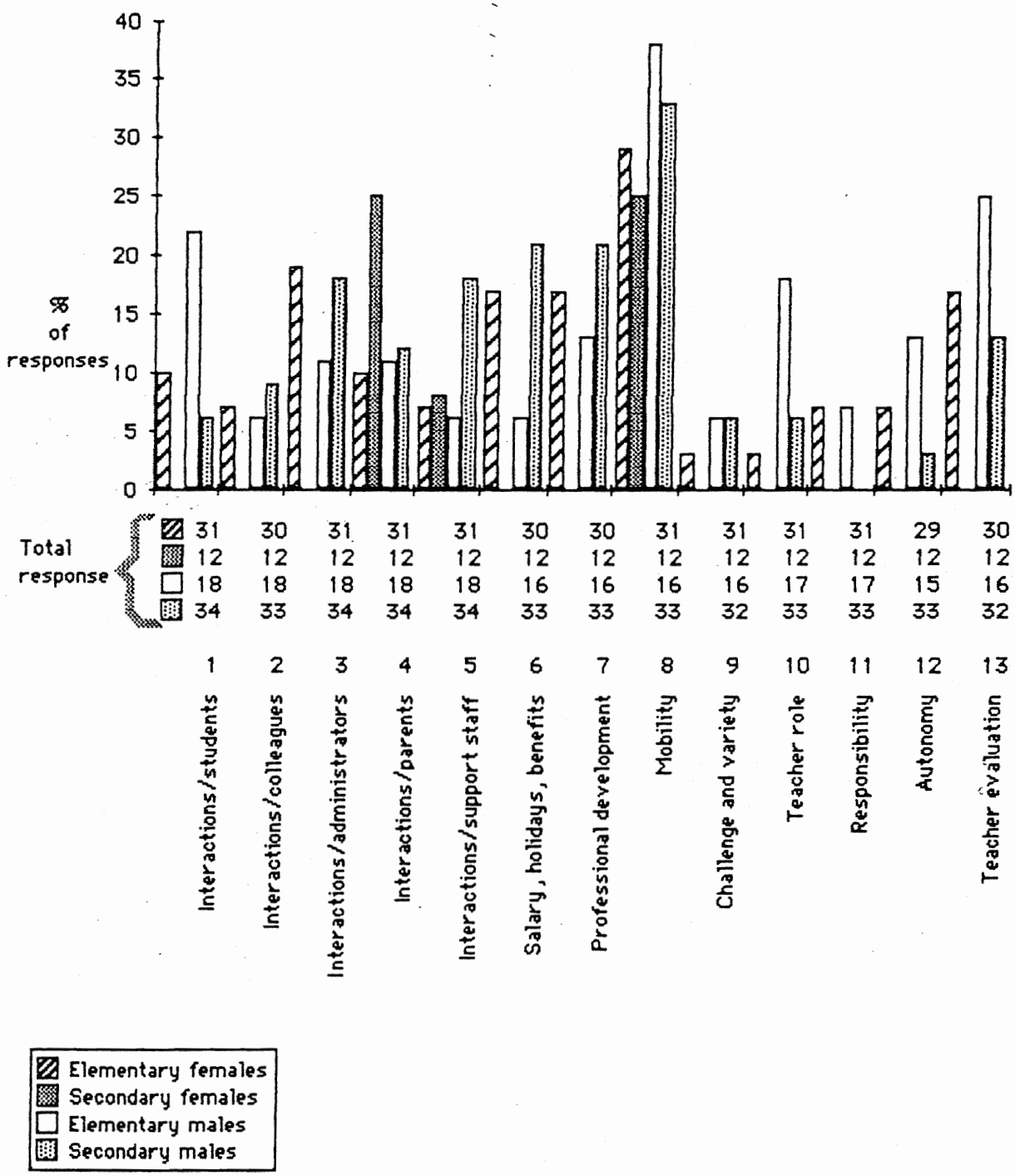
Neutral Responses to Items 14-26: Elementary/Secondary Females and Elementary/Secondary Males



Note. Numbers may not add up to 100% due to rounding.

Appendix V

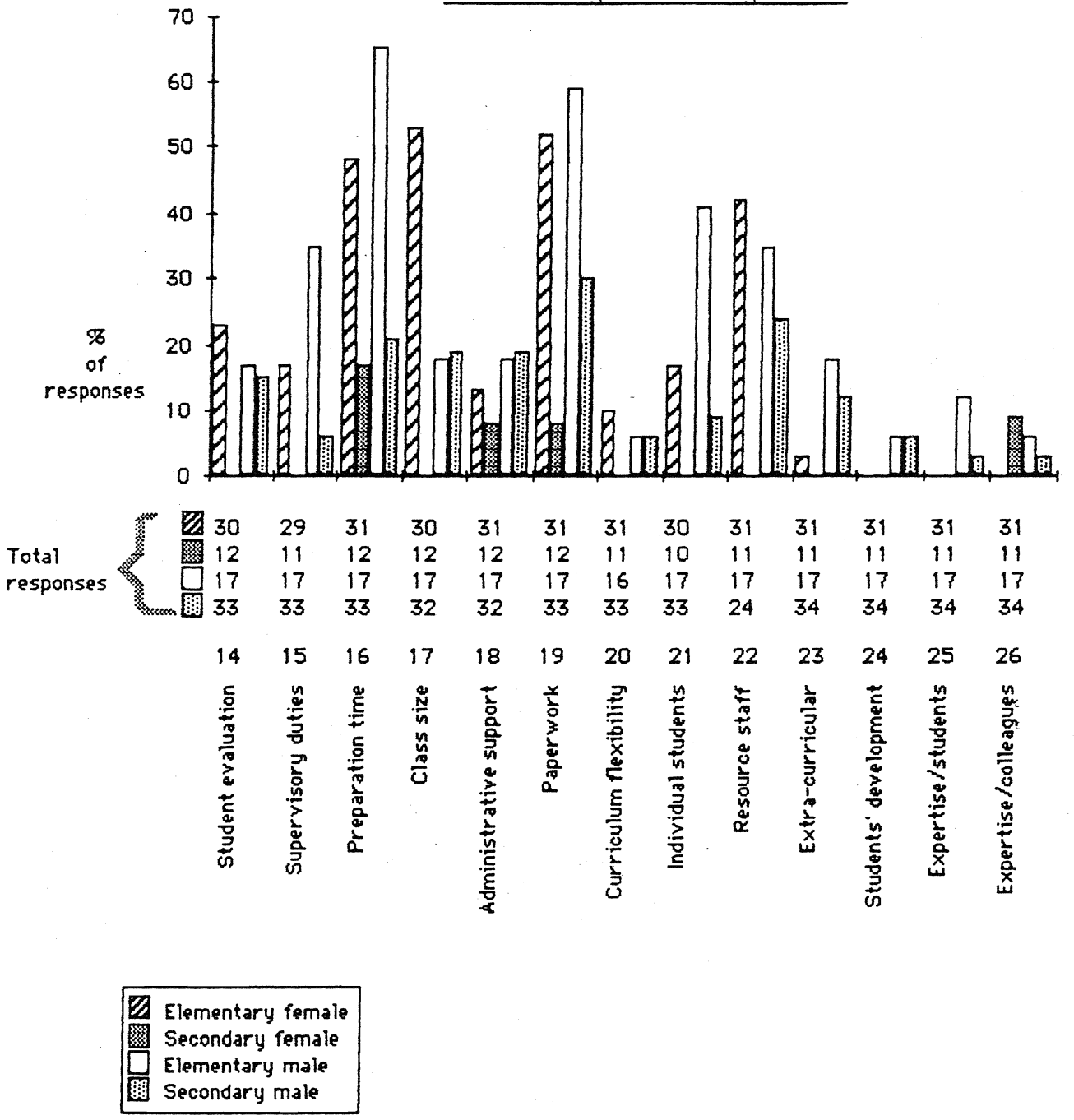
Disagree Responses to Items 1-13: Elementary/Secondary Females and Elementary/Secondary Males



Note. Numbers may not add up to 100% due to rounding.

Appendix V (continued)

Disagree Responses to Items 14-26: Elementary/Secondary Females and Elementary/Secondary Males



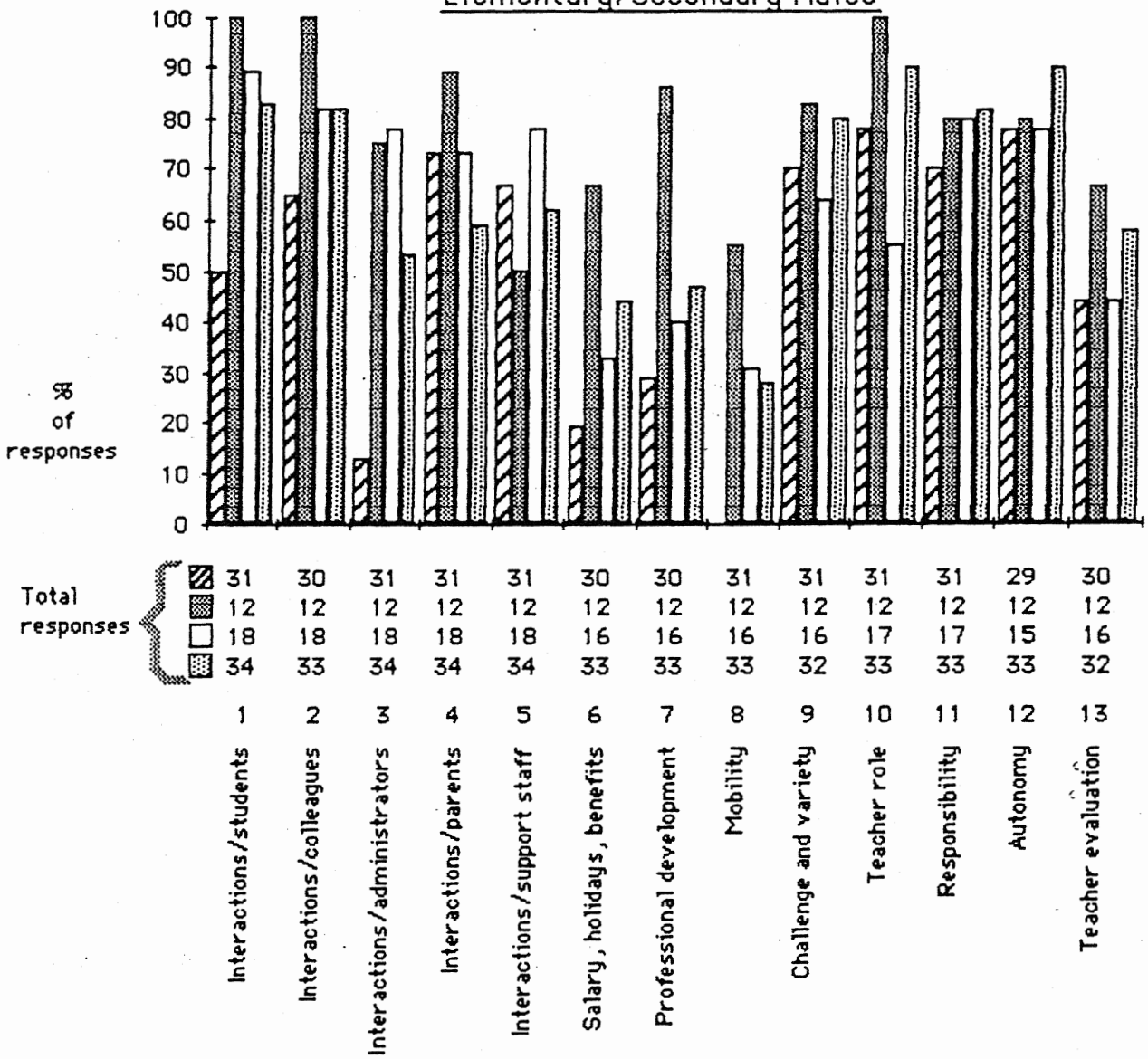
Note. Numbers may not add up to 100% due to rounding.

Appendix W

Some Influence Responses to Items 1-13:

Elementary/Secondary Females and

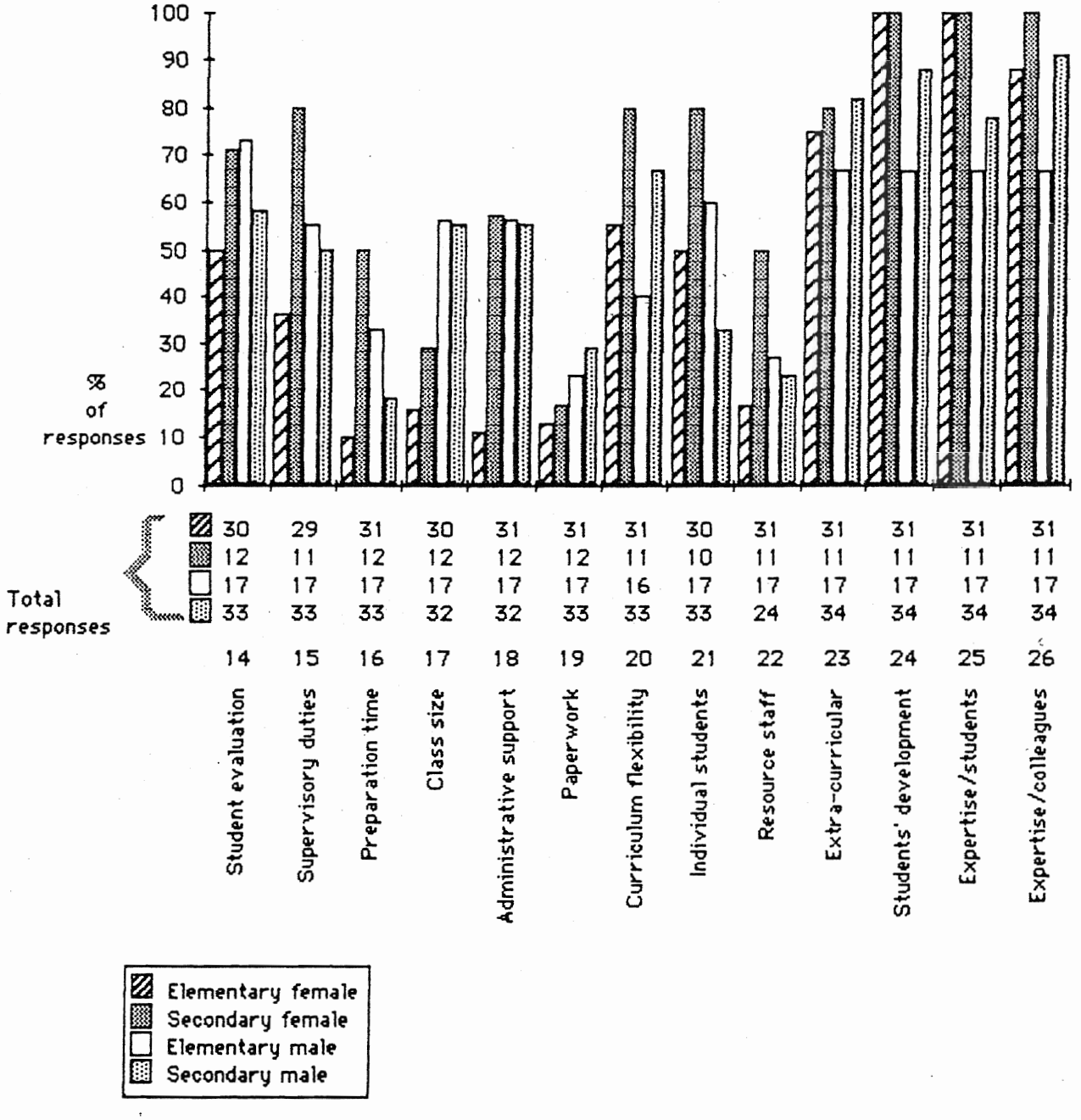
Elementary/Secondary Males



Note. Numbers may not add up to 100% due to rounding.

Appendix W (continued)

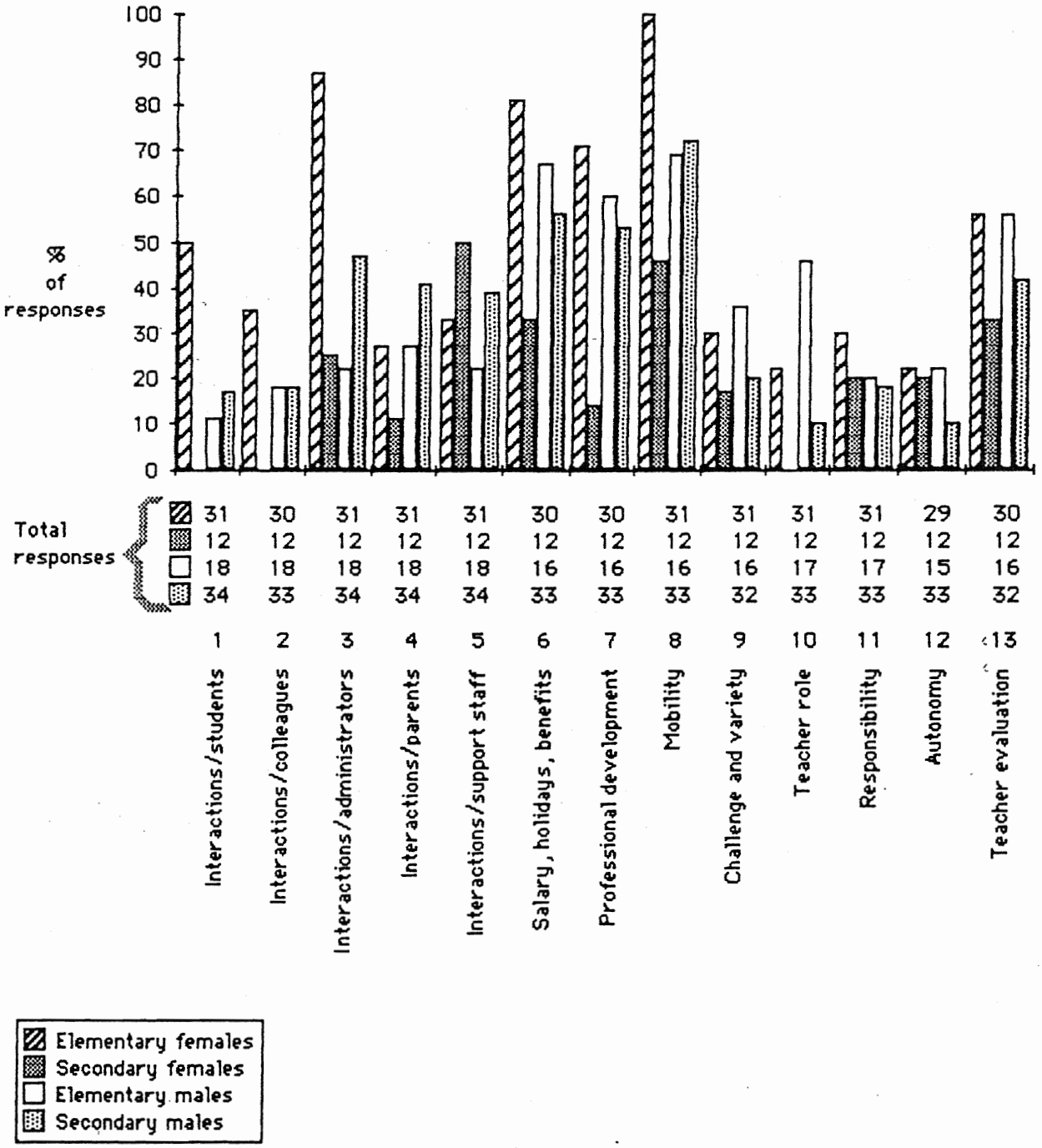
Some Influence Responses to Items 14-26: Elementary/Secondary Females and Elementary/Secondary Males



Note. Numbers may not add up to 100% due to rounding.

Appendix X

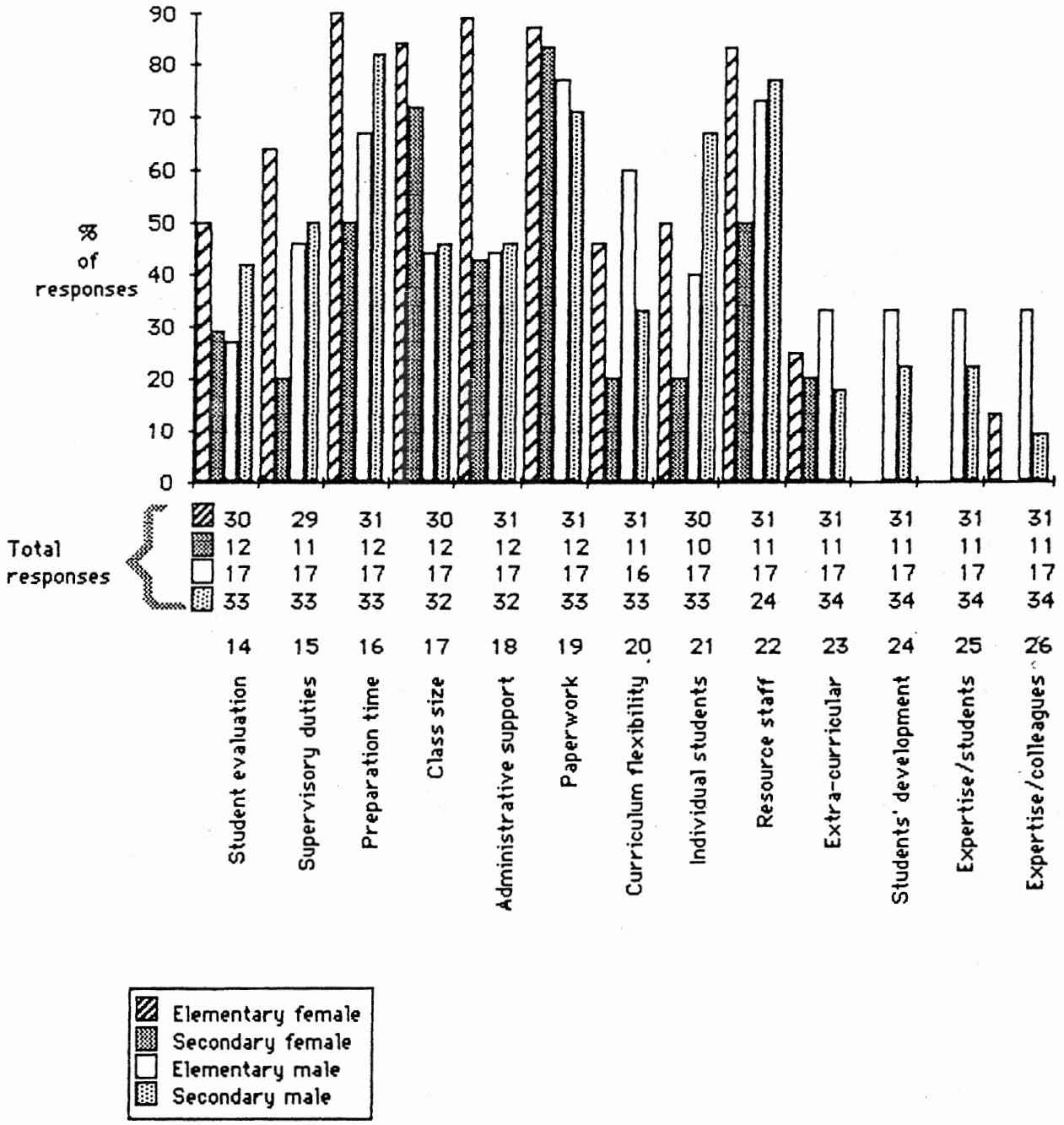
Little Influence Responses to Items 1-13: Elementary/Secondary Females and Elementary/Secondary Males



Note. Numbers may not add up to 100% due to rounding.

Appendix X (continued)

Little Influence Responses to Items 14-26:
Elementary/Secondary Females and
Elementary/Secondary Males



Note. Numbers may not add up to 100% due to rounding.

Appendix Y

Correlations between Items 1-26

	1	2	3	4	5
1	1.0000				
2	.5983**	1.0000			
3	.5885**	.5962**	1.0000		
4	.7090**	.5913**	.5435**	1.0000	
5	.7083**	.6373**	.5385**	.6492**	1.0000
6	.2851*	.3671**	.3677**	.3398**	.3861**
7	.3985**	.3991**	.4249**	.4435**	.4286**
8	.4414**	.3579**	.4279**	.4784**	.4725**
9	.3804**	.3205*	.3599**	.4654**	.4385**
10	.5958**	.4975**	.4692**	.5873**	.5425**
11	.4432**	.4175**	.4695**	.5312**	.4786**
12	.3346**	.4216**	.3617**	.4244**	.3105**
13	.4560**	.3786**	.5007**	.4067**	.3908**
14	.4475**	.4125**	.4391**	.5391**	.4314**
15	.3750**	.4404**	.4395**	.4394**	.3164*
16	.4656**	.3857**	.4017**	.4765**	.4004**
17	.3894**	.3728**	.3022**	.4015**	.3343**
18	.4827**	.4754**	.5497**	.4598**	.4200**
19	.4701**	.4399**	.4419**	.3908**	.3768**

Note. Number of cases = 100

* - significant at .01

** - significant at .001

Correlations between Items 1-26

	1	2	3	4	5
20	.4446**	.3649**	.3641**	.4624**	.3867**
21	.3654**	.4051**	.3213**	.4547**	.3631**
22	.3224**	.4194**	.4583**	.3991**	.4059**
23	.5153**	.4384**	.5309**	.5218**	.4592**
24	.5078**	.4695**	.4783**	.5919**	.4532**
25	.5433**	.4742**	.4701**	.5719**	.4707**
26	.5196**	.4763**	.5001**	.5712**	.5712**

Note. Number of cases = 100

* - significant at .01

** - significant at .001

Correlations between Items 1-26

	6	7	8	9	10
6	1.0000				
7	.6517**	1.0000			
8	.6520**	.7086**	1.0000		
9	.6306**	.6839**	.6953**	1.0000	
10	.5787**	.6881**	.7312**	.7557**	1.0000
11	.6409**	.7219**	.6818**	.8028**	.8403**
12	.5646**	.5455**	.5401**	.5746**	.6264**
13	.5089**	.5443**	.5785**	.5845**	.6316**
14	.5165**	.5138**	.5978**	.5583**	.6583**
15	.4818**	.5351**	.5105**	.5231**	.5948**
16	.5532**	.6430**	.6290**	.5350**	.6822**
17	.4496**	.5845**	.6401**	.5463**	.6467**
18	.4647**	.5379**	.5723**	.5286**	.6812**
19	.5337**	.6363**	.5851**	.5525**	.7245**
20	.3426**	.3862**	.4129**	.4183**	.5435**
21	.3218*	.3854**	.4034**	.4144**	.4567**
22	.4029**	.4348**	.4779**	.4390**	.4653**

Note. Number of cases = 100

* - significant at .01

** - significant at .001

Correlations between Items 1-26

	6	7	8	9	10
23	.4244**	.4797**	.4692**	.5230**	.6116**
24	.4387**	.4838**	.5008**	.5457**	.6693**
25	.4036**	.4795**	.5032**	.5127**	.6724**
26	.4237**	.4719**	.4462**	.4957**	.6245**

Note. Number of cases = 100

* - significant at .01

** - significant at .001

Correlations between Items 1-26

	11	12	13	14	15
11	1.0000				
12	.6370**	1.0000			
13	.6197**	.5201**	1.0000		
14	.6436**	.6142**	.6329**	1.0000	
15	.6346**	.5335**	.4451**	.4760**	1.0000
16	.6484**	.6164**	.5034**	.5893**	.6366**
17	.5637**	.5311**	.4394**	.5055**	.5113**
18	.6616**	.5007**	.7073**	.6330**	.5946**
19	.7230**	.5947**	.5943**	.5523**	.5730**
20	.5089**	.3977**	.4849**	.4947**	.4679**
21	.4835**	.3547**	.3677**	.4094**	.4782**
22	.4935**	.4535**	.4389**	.4557**	.5702**
23	.5998**	.4326**	.5077**	.4855**	.5810**
24	.6498**	.4670**	.5088**	.5359**	.6114**
25	.6183**	.4242**	.4689**	.5043**	.6236**
26	.6450**	.4972**	.5376**	.5505**	.6027**

Note. Number of cases = 100

* - significant at .01

** - significant at .001

Correlations between Items 1-26

	16	17	18	19	20
16	1.0000				
17	.7324**	1.0000			
18	.5668**	.4761**	1.0000		
19	.7279**	.5744**	.6169**	1.0000	
20	.4679**	.3701**	.3221*	.3961**	1.0000
21	.3893**	.3635**	.3845**	.4361**	.7275**
22	.4967**	.3950**	.4716**	.4746**	.6731**
23	.4853**	.4078**	.5182**	.5302**	.6723**
24	.4924**	.4185**	.5363**	.5392**	.7056**
25	.5070**	.4399**	.5241**	.5325**	.6704**
26	.4979**	.3823**	.5551**	.5693**	.6991**

Note. Number of cases = 100

* - significant at .01

** - significant at .001

Correlations between Items 1-26

	21	22	23	24	25	26
21	1.0000					
22	.6246**	1.0000				
23	.5592**	.6425**	1.0000			
24	.6464**	.6891**	.8560**	1.0000		
25	.6257**	.6848**	.8218**	.9341**	1.0000	
26	.5980**	.6745**	.8097**	.9058**	.8807	1.0000

Note. Number of cases = 100

* - significant at .01

** - significant at .001

Appendix Z

Reliability of the Survey Instrument

Comments from Teachers

In order to ascertain the reliability of this survey please comment on the following statement. Do you agree/disagree? Please explain.

My responses to this survey would be fairly consistent over time.

F = Female responses M = Male responses

Agree Responses

Secondary

F 10 M 19

M Yes, it would be fairly consistent. Most of the questions are reasonably straightforward.

M Yes, I feel they would be consistent but could be affected by change in administration, 1. Minister of Ed 2. Director of board of ed 3. principal (school). The principal has the greatest role. This has been positive in our school for a long time.

M I agree since my opinions are based on consistent experiences over a period of more than 10 years with a variety of adminstrative and curricular changes.

M Prescribed courses, i.e., OAC's & HGD not teacher initiated but must be teacher implemented.

M Yes. The variables include: 1. The present administration at the school- very compatible with my philosophy/goals... 2. Present board administration somewhat compatible.

M Agree. Neither I nor the system are changing at a great rate.

F Yes. Because I know what I'm doing and I enjoy it.

M Yes. As a counsellor I have a mixed class and individual contact.

M Overall I have been fairly satisfied with my teaching career, so I would expect these responses to be consistent throughout my career.

F Yes. main problem class sizes and human nature unlikely to undergo dramatic changes

M Yes. There are certain constants in teaching. 1. A history teacher always has a lot of marking to do. 2. Students - for the most part are fun to work with. 3. Administration (by definition) become too involved with the least attractive aspects of education (discipline, attendance, deadlines, budgets).

F Agree. I have been in 6 schools through my career. I like this one the best.

F Agree. I am a new teacher and very enthusiastic. I love what I do. I don't think I would let myself fall into a rut! For example I have taught the same course three times in a row and each time it has been taught differently.

M There are some classes which might change my responses but overall, these responses would reflect my feelings over the last 10-20 years.

F Yes. Slightly coloured this year as I am in a position of being Acting Head only, but I still feel this is fairly consistent.

M I agree with the statement if I remain in my present situation. My answers may be different in a more positive or negative milieu.

M I agree. Questions are general & comprehensive and responses would not be affected by day to day changes in mood or weather.

F Yes. new job, new challenges, and some autonomy.

Elementary

F 17 M 11

F Agree. My present position, working conditions, responsibilities, staff interaction have been fairly constant for the past five years. At the same time, I have had opportunities for growth and new challenges each year; a combination which has afforded me a high level of job satisfaction.

M Agreed! I feel I am experienced enough to be consistent in my responses. [20+ yrs]

F I agree that these responses are consistent over time. Changes in education occur slowly.

F Different staff, particularly the principal could change my positive views. Not all principals are helpful, supportive and a pleasure to work for.

F I think that my responses would be consistent because I have a lot of experience and have felt this way for the past 6 years at least.

M Agree. For the most part. However changes due to ministry regulations or school board policies could change some responses e.g., #15, 16.

M I think what I feel today would be more or less the same at another time.

F Yes. Answers would be fairly consistent globally. Fluctuations occur with daily frustrations and interferences.

F Agree. Changes would occur depending on school and/or staff moves, especially regarding relationships.

M I am not a regular classroom teacher. From my role as resource teacher it would be a fairly consistent response.

F Yes, if I had done this 3 years ago my responses would be identical.

F I agree. Most my responses would be consistent over time. Except perhaps for a few items that would vary with a change of school principal.

F Yes I answered this during a few quiet moments when I was calm and in focus. These answers should be fairly consistent.

M I tend to agree that my responses to this survey will be consistent over time because I believe in my principles and morals.

M Yes - but a different school or a different school board would alter it I'm sure!

F Yes it would be fairly consistent over time.

M The term "flexibility" - coming to terms with frustrations of the job in whatever form and living with them--knowing you don't change much would indicate that if one is flexible (writer) one would have to agree with your statement, one would feel the same way over an extended period of time.

F Agree - even more so as I become one year older with each calendar year.
(best of luck on your returns I picture you reporting results to academic council next fall)

F If the teacher had the same grade level, school and colleagues, the responses would be consistent. Much success in teaching depends on the school environment created by the principal and staff . This in turn affects your relationship with colleagues, administration and parents. It also affects how you deal with the students.
A school environment where staff and administration are supportive is the best place to work. If the environment is negative, tense and not supportive it will affect responses #2-5, 10, 15, 16, 18, 26.
Responses #6-8. 24-26 should remain fairly consistent as these answers are not determined by the quality of the school environment.

F Yes. Although I feel more positive towards the teaching profession over the past 5 years.

F I believe they would be consistent. On the whole, I've felt this way over most of the issues for many years!

F Yes. because I tend to be an optimistic, idealistic teacher who believes in her students and colleagues.

Disagree Responses

Secondary

F 0 M 4

M No. From time to time the school has been execrably administered; usually, however, well. Conditions have varied greatly over the past 30-40 years.

? Disagree - responses change according to school. Present school elicits these responses. Previous schools yield different responses. Therefore work environment, attitudes, philosophies, etc. all change according to school. Present school shows lack of direction philosophically.

M If I had done this survey one year ago, most of the answers would have been different.
The changes in education are occurring with increasing rapidity. Curriculum guidelines are not well-written. Disorganization is number one enemy for most teachers and the Ministry continues to prepare outlines which at best could be considered rough drafts of some poorly (disorganized) thought-out ideas. The teachers' time is

at a premium if you expect to have a family and spend time with them as well.
Some administrators are climbers and will use you for their own selfish need to get promoted. If you can't do everything they ask of you, they ignore you at best and do give lower evaluation ratings for teachers who put all into teaching.

M I disagree. Too many personal factors influence daily life. Next year the picture may change drastically. Looking back, I have been fairly consistent over the years but one never knows when things can change.

M They would probably change the longer I remain in education. I would hope the change would be positive with more teaching experience making this possible.

Elementary

F 4 M 2

F Responses pertaining to curriculum would vary according to subjects taught each year. Responses pertaining to position & school administrators would vary with each change in grade and/or school.

F I don't believe my responses would be consistent over time because I am sure my view of things will change as I teach more years. Also having a full time job as opposed to 3/4 time will change my view of many things.

M Because of my special ed assignment this is not consistent over time.

F I disagree with this statement. Your responses and feelings change depending on the grade you teach, the staff and principal you work with. If you are in a situation where the principal or staff do not support you, it makes your job much more difficult.

M They would change over time as many variables influence opinions, e.g., my comments re: school administration are about the present administration, not past or future.

F It will change once I get my permanent contract and can get more actively involved (including voicing my opinions) without fear of reprimand (or not being granted my permanent contract once my probationary contract is over).

Other Responses

Secondary

F 2 M 7

M Actually it would vary with class size, time of the semester and level of difficulty and grade: i.e., two large OAC (30+) classes in same semester and level of evaluation required - burn out by semester end. Intermediate (9-10) classes need 50 minute periods not 75 - at least in hour lectures at university the seats were comfortable.
Response would also vary with the nature of the physical plant, i.e., are rooms and furnishings drab? This also relates to earlier comments.

M Not necessarily, class size, administration, nature of students change from year to year.

M These responses pertain to my present position, not last year's position or next year's position. The job I do now is great. If this is hard to believe call me.

M I do not understand what you want me to comment on. I believe that the satisfaction one derives from teaching has little to do with anything or anyone except oneself.

F Presently I am very satisfied with the responsiblity and autonomy I have. Previously and maybe a few years down the road I will feel frustrated.

F The only dissatisfaction I have with my job is that I have been at this school for some time. I would like to teach other courses. I am very satisfied with my position of added responsibility, which would be the same at any high school.
It appeared that your questions are more appropriate for elementary teachers. The department head system in secondary schools makes resource teachers more available because heads act as resource teachers and as liaisons with consultants. I feel elementary teachers do not have this service available to the same extent.

M difficult question to answer because of different administration and student body in any particular year.

M It might vary according to my job assignment and my fitness (physical and psychological) at the time.

M Yes and no. I have always loved my work. Recently I have encountered for the first time feelings of lack of challenge. I believe that my school is suffering from corporate boredom.

Elementary

F 8 M 1

F This has been an excellent school to teach at. Our principal is sympathetic to teachers' needs & interests. I have very little interaction with people at the board level.

F Perhaps with more teaching experience some of my responses might change. [2-5yrs]

F I am a supply teacher who has an "occasional" contract at a school. I really like and feel comfortable and accepted. Therefore, my answers are as if I was full time because I have taught there so often!

F Much of my current outlook would change in a different school with a different class size.

F I enjoy my job immensely and feel very fortunate to be in my present school with an excellent staff.

F Each teaching situation and class will vary from year to year. As administration changes so does the atmosphere of the working environment and the attitudes of the staff.

F I feel the questions are so general or have little relevance to me and therefore do not give an indication of what I think about teaching.

F Very interesting survey